DOCUMENT RESUME

ED 127 490 95 CG 010 699

AUTHOR Cormany, Robert B.; Paxton, James E.
TITLE Guidance and Counseling in Pennsylvania: Status and Needs. Research Study.
INSTITUTION West Shore School District, Lemoyne, Pa.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE 75
NOTE 163p.

EDRS PRICE MF-$0.83 HC-$8.69 Plus Postage.
DESCRIPTORS *Counseling Services; *Demography; Elementary Secondary Education; *Guidance Services; *Needs Assessment; Program Evaluation; *Pupil Personnel Services; Pupil Personnel Workers; Surveys
IDENTIFIERS *Elementary Secondary Education Act Title III; ESEA Title III; *Pennsylvania

ABSTRACT

This project is an attempt at a statewide collection of baseline information on guidance counselors and the services being offered by those counselors in the school districts of Pennsylvania. Data were collected on: (1) counselors; (2) guidance program characteristics as described by counselors; and (3) the various publics being served by the guidance programs. Data were collected from counselors, students, parents, teachers and administrators. It was expected that the baseline information would aid in planning in-service programs, point out to ccunselors discrepancies in expectations, and help other communities in carrying out evaluations. The project had an advisory committee representing a spectrum of grade levels, professional affiliations and experience. The data suggest that the area most in need of attention is that of communication. The report discusses the ways in which the research results were disseminated, and the uses to which it could be put. (NG)

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ED127490

GUIDANCE AND COUNSELING IN PENNSYLVANIA:

STATUS AND NEEDS

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TITLE III – PROJECT #74003G
WEST SHORE SCHOOL DISTRICT

GUIDANCE AND COUNSELING IN PENNSYLVANIA:

STATUS AND NEEDS

A Research Study Conducted under an Elementary and Secondary Education Act Title III Grant.

1975

by the

West Shore School District

Lemoyne, Pennsylvania

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GUIDANCE IN PENNSYLVANIA: STATUS AND NEEDS

Chapter 1

INTRODUCTION

The research study described in this final report was funded as project number F3-74003G-21-900-03-19, under an Elementary and Secondary Education Act Title III grant administered by the Pennsylvania Department of Education's Bureau of Instructional Support Services. The project was carried out using the staff and facilities of the West Shore School District during the 1974-75 school year.

Scope of the Study

Guidance in Pennsylvania: Status and Needs was an attempt at a statewide collection of baseline information on guidance counselors and the services being offered by those counselors in the school districts of Pennsylvania.

Data collection centered upon the following three areas: first, demographic information such as years of experience, type of training, degree, professional strengths and weaknesses. This phase attempted to collect data from all counselors, both public and private, in the elementary and secondary schools of the Commonwealth.

The second area of concentration was guidance program characteristics as reported by practicing counselors. Data was collected from a random sampling of the State's school districts. The survey instrument used enabled school counselors to describe and react to the various services being provided through their district's guidance program. The counselors were asked to indicate both the quality of service as it existed in their particular program and the amount of

importance they attached to the same characteristic as to whether it was necessary for a comprehensive program of guidance services.

The final area of concentration concerned the various publics being served by the guidance program. Data was collected from students, parents, teachers and administrators as to their opinions of the quality and importance of the guidance services offered by their respective districts. This information could then be contrasted with the responses of the counselors concerning the same characteristics.

In summary, the study provided an in-depth look at Pennsylvania's school counselors and the services they provide.

Background of the Problem

Long standing criticism of guidance programs throughout the State by educators, legislators and the public culminated during the early 1970's with two governmental activities that focused attention on the public's perception of these services. The first was a series of hearings by the Pennsylvania General Assembly's sub-committee on career education. Testimony by parents, students and educators generally implied that guidance was not performing the kinds of services that they expected of it and might actually be damaging students by providing misinformation or failing to make students aware of career opportunities and appropriate career planning techniques. This testimony was rebutted in a very limited way by professional organizations representing school counselors.

The second activity involved the Citizens Commission on Basic Education which had been appointed by the Governor to make recommendations concerning the improvement of all aspects of basic education, including guidance services. The Commission's report following an

extensive series of hearings across the State referred to wide-ranging dissatisfaction with the present organization of guidance services in the schools and called for drastic reform of the role of the counselor. These recommendations were referred to the General Assembly as it began work on revision of the existing School Code.

While professional groups such as the Pennsylvania School Counselors Association and the Pennsylvania Personnel and Guidance Association were quick to take issue with the findings and recommendation of these two bodies and to point out that most testimony referred to specific, isolated incidents, there was little in the way of research to verify or deny the claims of guidance's detractors. It was evident that a careful study of the general public's attitudes toward guidance was required and that in order to ask the correct questions one must first have an idea of standard guidance practices throughout the State and the counselors who are responsible for them.

Importance of the Study

The outcomes that might be expected from the study varied depending upon the expectations of the potential users. To have such a pool of baseline data from which future researchers could draw to evaluate their own hypothesis could be important in itself.

At the very least, it was felt that such information would provide a foundation for future testimony before legislative committees, a vital use when considering pending legislation on mandation of guidance services and the funding of the same.

Any weaknesses evidenced in existing guidance programs could also assist in planning in-service programs for counselors through

local districts, professional organizations or State agencies. Such weaknesses could also provide meaningful input to Counselor Education programs at the State's colleges and universities, perhaps leading to revisions in, or additions to, their present programs.

For the individual counselor, the results of the study could document discrepancies in expectations that may exist between counselors and their publics. This could lead to personal improvements by counselors either in communicating their role to others or in the services performed.

The study could also provide a format for districts wishing to carry out a local evaluation of their guidance programs and could contribute to the development of separate rating systems for counselors, a matter that has long been debated from the standpoint that the rating form used for teachers can not be applied to counselors and other support personnel.

It was recognized that such a study might raise more questions than it would answer, but this could also be seen in a positive light since it would help to focus the efforts of future researchers.

Assumptions of the Study

Several assumptions had to be made in order to proceed with the study. These assumptions naturally impose certain limitations upon the interpretation of the data, depending upon whether the reader accepts or rejects them. First was the assumption that students, parents, teachers and administrators would possess an adequate knowledge base to react to the questionnaires that would be devised to measure their attitudes. Second, that the items on the instruments would represent a fair means of gathering unbiased data. Both of these assumptions had been tested to some degree previously through

more than twenty district self-studies of guidance services performed under the direction of the Pennsylvania Department of Education's Division of Pupil Personnel Services. The reports of these studies and the instruments they developed provided much insight into selection of populations and writing of items. A third assumption was that staff within a selected sample of districts could assist in completing the third part of the data gathering where the various publics had to be sampled, since the cost of providing project staff to do this would have been prohibitive and the idea of one staff member surveying each district was too time consuming this assumption was essential to the completion of the project.

The Advisory Committee

Rather than limiting the planning and execution of the project to the staff of one school district, supplemented by one research specialist, it was decided to appoint an advisory committee representing various levels of counseling, private schools and counselor educators. Names for the committee were suggested by the project director, research specialist, and staff of the Pennsylvania Department of Education's Division of Pupil Personnel Services. The final list of eight names contained people who represented a spectrum of grade levels, professional affiliations and experience. They were felt to have an interest in the research and to be knowledgable beyond their own school districts with the practice of counseling and related guidance services. In no instance is there any intent to imply that a specific organization was supporting or advocating the study. Names were presented in alphabetical order.

Mr. James Adams was a counselor at Big Spring Middle School, in Newville. He had extensive experience in Industrial Arts and was involved in a major career education project at his district.

Mr. Gerald Boggess was an elementary counselor in the Carlisle Area School District. At the time of the study he was involved in a similar research project in his own district, aimed at verifying the need for elementary guidance services.

Mr. Lawrence Gorrell was a junior high school counselor in the Rose-Tree Media School District, at Media. A former president of the Pennsylvania School Counselor's Association, he was then president-elect of the counselor section of the Pennsylvania State Education Association's Department of Pupil Services.

Sister Rose Maureen was a counselor at Trinity High School, a parochial school located in Shiremanstown.

Mr. Richard May was a consultant for the Guidance Section of the Pennsylvania Department of Education's Bureau of Instructional Support Services. He had experience in advising several school districts on local studies of their guidance programs.

Mrs. Joyce Smedly was assistant professor of Counselor Education at Millersville State College. She was a former elementary counselor and consultant for the Pennsylvania Department of Education.

Dr. Edward Smith was chairman of the Counselor Education Department at West Chester State College and president of the Pennsylvania Personnel and Guidance Association. He had previously been a secondary school counselor and chief of the Pennsylvania Department of Education's Guidance Section.

Mrs. Mary Zetler, a senior high school counselor in the Altoona School District, was also president of the Pennsylvania School Counselor's Association.

The members of the Advisory Committee met on five occasions with the project director and research specialist to review the progress of the study and to plan for the next step. In between meetings they often were asked to respond in writing to inquiries concerning the development of the survey forms and the selection of the sample districts to be queried. It was also encouraged that the board members use their contacts to spread word of the project and to stimulate support among the counselors being surveyed. At no time was the committee arbitrarily overruled by the project staff, rather they performed an overseer function which provided firm direction for the study. Some members of the committee also became involved in disseminating the results of the study through programs at professional conferences.

Chapter II

PHASE I

Phase I of the study, aimed at the accumulation of demographic data concerning the training, background and personal competencies of counselors at all grade levels in both the public and private schools of the Commonwealth. On the basis of Department of Education statistics, a supply of questionnaires was sent to the Director of Guidance in each of the State's five-hundred-and-five school districts and in the eight Catholic dioceses and such other private schools as were known to employ counselors. A letter explaining the purpose of the study (see Appendix I) and a brochure describing the project accompanied the forms. The counselors could return the completed and unsigned forms to the Director of Guidance for return in a postpaid envelope that had been included for the purpose, or could send them back separately if they were concerned about anonymity.

Preparation of the Questionnaire

In researching possible formats for the Phase I questionnaire, attention was given to the types of items used on government survey forms and accrediting association reports. These items of basic demographic information were then supplemented by questions specific to the field of guidance as devised by the advisory committee. Each item was subjected to careful consideration and considerable debate before being added to the tentative list for use in the questionnaire.

After a rough draft of the instrument had been prepared, a sample of counselors in local school districts were asked to respond to it and to annotate items they felt were ambiguous or difficult to answer.

On the basis of these comments a number of items were revised or eliminated completely. The final draft was then sent to the members of the advisory committee for their scrutiny before being printed. A copy of the final form can be found in Appendix 2.

Selection of the Sample

A list of the directors of guidance in each school district was obtained from the Pennsylvania Department of Education along with figures on the number of counselors working in each district. It was agreed upon by the advisory committee that the first phase of the study would attempt to get data from every counselor in both the public and private schools of the State. Each director was sent a sufficient supply of forms to cover the number of counselors reported in the district, plus several extra in case the staff had increased.

To determine which private schools had counselors was not easy. No specific list of which schools employed counselors was available nor could any source do more than guess at the overall number of such counselors. It was decided then to send a supply of questionnaires to the office of each Diocesan Superintendent in the State with a request that they forward them to the schools in their jurisdiction which had school counselors. In the case of other types of private schools, several forms were sent to those having more than one-hundred students enrolled in an effort to reach more counselors.

So that some estimate of the percentage of response could be calculated, the return envelopes were coded by intermediate unit number. For those who are not familiar with the Pennsylvania Education System, intermediate units are service areas composed of one or more counties.

There are twenty-nine such units across the state. This coding system allowed us to judge the geographic distribution of the respondents. A second code number identified the district and allowed one to figure the percentage of districts from which responses were received. Total anonymity prevailed on individual questionnaires and no attempt was made to follow-up with a second contact to any person or district that failed to respond. Since no accurate record of the number of counselors, even in public schools, exists it was impossible to judge the percentage of responses. All told, 4000 questionnaires were distributed.

Questionnaire Returns

From the 4000 questionnaires distributed among the public and non-public schools, a total of 2510 completed forms were returned, which figures out to 62.8% of the distribution. As noted in the previous section, there is no certainty that this represented an accurate percentage of potential respondents. It could be either high or low.

Responses were received from every intermediate unit and from 445 of the state's 505 districts, which is slightly more than 88%. Figure 1, on page 11, indicates the number of districts that showed responses in each intermediate unit and the number of individual counselors responding.

Statistical Design

Responses were keypunched and then analyzed using the computer facilities at Shippensburg State College. Because of the nature of the data which was basically demographic, nothing more than frequency counts and percentages were required.

The resulting information was sub-divided into a number of different reports. Separate compilations were obtained for each inter-

Figure 1

Counselor and District Response by Intermediate Unit

I.U.	Districts Receiving Forms	Districts Returning Forms	Percentage of Districts Returning Forms	Counselors Returning Forms
1	25	21	84%	74
2	1	1	100%	106
3	46	38	83%	221
4	27	22	81%	65
5	17	14	82%	76
6	17	16	94%	46
7	17	15	88%	78
8	35	30	86%	89
9	14	12	86%	28
10	12	9	75%	46
11	9	5	56%	9
12	25	22	88%	82
13	22	21	95%	81
14	18	17	94%	68
15	24	23	96%	90
16	17	16	94%	42
17	19	17	89%	49
18	12	12	100%	70
19	20	17	85%	59
20	13	11	85%	87
21	14	12	86%	85
22	13	11	85%	102
23	22	18	82%	169
24	12	9	75%	59
25	15	15	100%	117
26	1	1	100%	40
27	15	13	87%	5
28	11	9	82%	26
29	12	12	100%	33
TOTALS	505	445	88%	2510

mediate unit. The overall results were also broken down by senior high school counselors, junior high/middle school counselors, elementary counselors, vocational-technical school counselors and non-public school counselors. The number of respondents in each category are shown in Figure 2 below.

Figure 2

Respondents by Type of School

Non-Public Schools	111
Senior High School	1044
Junior High/Middle School	621
Elementary School	387
Vocational-Technical School	111
Combination or Unidentified	236
Total	2510

Presentation of the Data

Tables 1 to 41 record the data obtained from the counselors' responses to items 1 through 45 on the Phase I questionnaire. Because of the format required to fit the responses to the keypunch card limitations several items were sometimes needed to contain all possible responses to a single question. Item 15 which asked the total number of students in the district was eliminated from consideration because it was evident from the answers given that many counselors had misconstrued the question to refer to the number of pupils in their building or caseload.

In order to present the data in a simple format combining as many aspects as possible in a single table style it was decided that the five respondent groups as listed in Figure 2, plus an overall public

Table 1

AGE

	25 & UNDER	26-35	36-45	46-55	55 & OVER
NON-PUBLIC	16.2%	39.6%	18.9%	17.1%	6.3%
VO-TECH	1.8%	36.9%	29.7%	19.8%	8.1%
ELEMENTARY	7.8%	40.1%	21.4%	18.1%	9.6%
JUNIOR/MIDDLE	4.3%	33.2%	26.7%	24.0%	9.2%
SENIOR HIGH	4.2%	26.1%	28.9%	24.8%	12.3%
OVERALL	4.1%	30.4%	28.2%	23.1%	10.8%

Table 2

SEX

	FEMALE	MALE			
NON-PUBLIC	43.2%	56.8%			
VO-TECH	20.7%	78.4%			
ELEMENTARY	52.7%	47.3%			
JUNIOR/MIDDLE	39.8%	59.4%			
SENIOR HIGH	39.9%	59.7%			
OVERALL	39.8%	59.7%			

Table 3

RACE

	AMERICAN INDIAN	ASIAN AMERICAN	CAUCASIAN	BLACK	SPANISH SURNAME
NON-PUBLIC	.9%	.9%	93.7%	0	1.8%
VO-TECH	0	0	98.2%	0	0
ELEMENTARY	.5%	.5%	85.3%	11.6%	.3%
JUNIOR/MIDDLE	.5%	.5%	89.5%	6.8%	.5%
SENIOR HIGH	.5%	.1%	92.3%	4.7%	.2%
OVERALL	.4%	.2%	90.7%	6.1%	.2%

Table 4

INSTITUTION FOR GRADUATE GUIDANCE EDUCATION

	STATE SUPPORTED	STATE COLLEGES	IN-STATE PRIVATE	OUT-OF STATE	
NON-PUBLIC	9.9%	12.6%	41.4%	18.0%	
VO-TECH	26.1%	27.9%	32.4%	13.5%	
ELEMENTARY	27.9%	26.4%	28.7%	10.9%	
JUNIOR/MIDDLE	26.7%	23.7%	32.0%	16.3%	
SENIOR HIGH	30.9%	19.3%	32.6%	13.9%	
OVERALL	29.5%	23.7%	30.5%	14.0%	

school figure, would be placed along the vertical axis and the different response categories across the horizontal axis.

Self Description:

Items 1-29 were used to describe the counselors as to their personal characteristics, training and job setting. The overall tabulation of data indicates that age-wise there are relatively few very young (below 25) or very old (over 55) counselors. This might be expected since in many districts counselors have only been appointed in the last fifteen years since the National Defense Education Act stimulated their hiring and it would be unlikely that teachers well advanced in their careers would make the change to guidance. Likewise, until recently state regulations required that counselors have two or more years of teaching experience before they could be certified. Even with the elimination of this requirement many districts still retain teaching experience as an unofficial hiring criterion, therefore, few younger educators have yet filtered into the counseling ranks.

Just under seven per cent of the respondents identified themselves as belonging to racial minorities. The bulk of minority group counselors were employed in cities above 50,000 population.

With few exceptions counselors had earned a masters degree or better. Only one out of seven had earned their degrees out-of-state, while more than half were graduates of state colleges and state-related universities.

With the exception of the non-public schools very few counselors lacked proper certification. A small number of elementary counselors, mainly in the large urban areas, reported lacking guidance certifica-

Table 5

HIGHEST DEGREE

	BACHELOR	MASTERS	DOCTORATE		
NON-PUBLIC	18.9%	77.5%	1.8%		
VO-TECH	0	97.3%	2.7%		
ELEMENTARY	5.7%	91.7%	1.8%		
JUNIOR/MIDDLE	2.7%	96.9%	.3%		
SENIOR HIGH	3.4%	94.3%	1.7%		
OVERALL	2.8%	95.6%	1.3%		

Table 6

AREA OF GRADUATE SPECIALIZATION

	GUIDANCE	SOCIAL WORK	PSYCHOLOGY	OTHERS	
NON-PUBLIC	70.3%	0	4.5%	15.3%	
VO-TECH	89.2%	.9%	3.6%	6.3%	
ELEMENTARY	84.2%	2.3%	4.7%	6.2%	
JUNIOR/MIDDLE	91.9%	1.3%	3.9%	2.4%	
SENIOR HIGH	88.4%	1.3%	3.7%	4.8%	
OVERALL	90.2%	1.5%	3.7%	3.7%	

Table 7

COUNSELORS HAVING PENNSYLVANIA GUIDANCE CERTIFICATION

	YES	NO			
NON-PUBLIC	60.4%	36.0%			
VO-TECH	98.2%	1.8%			
ELEMENTARY	91.0%	8.8%			
JUNIOR/MIDDLE	97.7%	2.3%			
SENIOR HIGH	94.9%	4.4%			
OVERALL	96.9%	2.9%			

Table 8

GUIDANCE CERTIFICATION STATUS

	PERMANENT	PRO-VISIONAL			
NON-PUBLIC	26.1%	33.3%			
VO-TECH	75.7%	21.6%			
ELEMENTARY	63.0%	28.2%			
JUNIOR/MIDDLE	76.3%	20.3%			
SENIOR HIGH	79.2%	15.2%			
OVERALL	77.9%	18.5%			

tion, which is surprising in view of the state's efforts to assure that all counselors be fully certified. About one out of five counselors who were certificated were on provisional status (Educational Specialist I Certificate) suggesting that a large number of counselors have entered the field in recent years, although whether this was due to replacement or the creation of new positions is uncertain. Somewhat more than half of the counselors were certified in secondary guidance with the bulk of the remainder possessing a comprehensive certificate covering both the elementary and secondary levels.

Two-thirds of the counselors had experienced a supervised practicum as part of their training program. The percentages by subgroup were fairly consistent on this point with the exception of the elementary counselors. Almost 80% of the elementary counselors had undergone practicum, which was far in excess of any other subgroup. This discrepancy may be accounted for by the fact that elementary guidance programs are generally of more recent origin than secondary programs. This may have resulted in people with elementary inclinations having taken their graduate training more recently than the average and since practicums have only been integrated into many counselor education programs recently this would explain the difference.

Over 64% of the counselors reported that they had taken one or more graduate level courses in guidance within the last four years. Barely one out of eight had failed to further their education in their field for eight or more years.

One question that was of particular interest to the members of the advisory board concerned the number of counselors who were employed

Table 9

TYPE OF CERTIFICATION HELD BY COUNSELORS

	ELEMENTARY	SECONDARY	COMPRE-HENSIVE	SUPER-VISORY	
NON-PUBLIC	13.5%	44.1%	14.4%	.9%	
VO-TECH	.9%	64.9%	13.5%	19.8%	
ELEMENTARY	57.4%	9.6%	24.0%	1.8%	
JUNIOR/MIDDLE	5.5%	66.2%	22.2%	3.7%	
SENIOR HIGH	1.0%	64.6%	20.0%	10.2%	
OVERALL	11.5%	54.4%	21.8%	9.5%	

Table 10

YEAR OF CERTIFICATION

	1974	1969-1973	1964-1968	1959-1963	1958 and BEFORE
NON-PUBLIC	20.7%	36.9%	6.3%	4.5%	1.8%
VO-TECH	15.3%	48.6%	13.5%	11.7%	5.4%
ELEMENTARY	17.3%	48.6%	13.7%	4.4%	6.7%
JUNIOR/MIDDLE	11.1%	41.1%	18.8%	11.4%	12.2%
SENIOR HIGH	8.7%	35.8%	19.3%	12.7%	15.1%
OVERALL	10.6%	40.8%	18.5%	11.4%	12.4%

Table 11

COUNSELORS WITH SUPERVISED PRACTICUM

	WITH PRACTICUM	WITHOUT PRACTICUM			
NON-PUBLIC	66.7%	20.7%			
VO-TECH	69.4%	29.7%			
ELEMENTARY	79.6%	18.1%			
JUNIOR/MIDDLE	62.8%	34.9%			
SENIOR HIGH	61.4%	35.7%			
OVERALL	65.6%	32.6%			

Table 12

NUMBER OF YEARS SINCE LAST GRADUATE GUIDANCE COURSE

	PRESENTLY ENROLLED	1-4	5-8	9-12	13 or MORE
NON-PUBLIC	24.3%	47.7%	5.4%	2.7%	0
VO-TECH	14.4%	43.2%	27.0%	7.2%	2.7%
ELEMENTARY	22.2%	53.5%	12.1%	3.4%	1.8%
JUNIOR/MIDDLE	16.4%	49.6%	18.8%	6.8%	5.5%
SENIOR HIGH	14.9%	46.6%	19.8%	8.8%	5.8%
OVERALL	16.0%	48.2%	19.9%	7.2%	5.3%

without previous teaching experience. With the elimination of the state requirement for two years of teaching experience at the beginning of this decade counselor education institutions have begun to certify a considerable number of graduates who have either entered directly into a graduate program in guidance from their undergraduate education or who have entered counseling from a non-educational background. The results of the survey show that almost 10% of the respondents had no teaching experience, which would seem to indicate that these people have not experienced undue difficulty in obtaining a job.

Only 10% of the public school counselors reported being employed in a guidance position part-time, however, in the non-public schools a majority of the counselors were on a part-time basis.

As indicated by Table 16, the ratio of students to counselor varies widely. The average for both public and non-public schools would appear to fall between 400 and 500 to 1. The ratio for elementary counselors was by far the highest with 69.8% reporting caseloads in excess of 600. The figures for vo-tech counselors also ran high but this may have been confounded to some degree by the part-time vo-tech schools where a counselor may deal with 500 students each session and count this as a caseload of 1000.

The public schools showed little conformity as to the pattern of student assignment, except at the elementary level where most counselors follow the same students through their elementary school experience. Likewise in the vo-tech schools the predominant pattern is for the counselors to follow the same students through their course of

Table 13

YEARS OF CLASSROOM TEACHING EXPERIENCE

	NO EXPERIENCE	1-4	5-8	9-12	13 or MORE
NON-PUBLIC	12.6%	26.2%	20.7%	12.6%	24.3%
VO-TECH	12.6%	27.9%	30.6%	13.5%	15.3%
ELEMENTARY	15.0%	16.9%	27.6%	11.4%	18.9%
JUNIOR/MIDDLE	9.8%	25.9%	26.7%	16.3%	20.1%
SENIOR HIGH	8.0%	23.6%	28.1%	16.8%	21.6%
OVERALL	9.5%	24.7%	28.4%	15.8%	20.5%

Table 14

YEARS EXPERIENCE AS A COUNSELOR

	FIRST YEAR COUNSELOR	1-4	5-8	9-12	13 or MORE
NON-PUBLIC	14.4%	46.8%	18.9%	9.0%	8.1%
VO-TECH	2.7%	38.7%	32.4%	16.2%	6.3%
ELEMENTARY	12.9%	39.3%	29.7%	10.1%	7.0%
JUNIOR/MIDDLE	6.3%	31.2%	33.0%	16.9%	12.2%
SENIOR HIGH	5.6%	26.1%	27.0%	19.3%	21.6%
OVERALL	6.7%	28.9%	29.9%	17.6%	16.4%

Table 15

% OF TIME SPENT AS A SCHOOL COUNSELOR

	25% OF THE TIME	50% OF THE TIME	75% OF THE TIME	100% OF THE TIME	
NON-PUBLIC	18.0%	10.8%	11.7%	58.6%	
VO-TECH	2.7%	1.0%	6.5%	89.7%	
ELEMENTARY	2.1%	1.0%	6.5%	89.7%	
JUNIOR/MIDDLE	.5%	3.2%	6.5¢	88.9%	
SENIOR HIGH	2.3%	2.3%	5.2%	89.7%	
OVERALL	1.0%	2.5%	6.0%	89.7%	

Table 16

NUMBER OF STUDENTS EACH COUNSELOR IS RESPONSIBLE FOR

	0-300	301-400	401-500	501-600	600 AND UP
NON-PUBLIC	23.4%	21.6%	5.4%	17.1%	24.3%
VO-TECH	8.1%	12.6%	20.7%	9.9%	45.9%
ELEMENTARY	4.7%	3.6%	9.3%	12.4%	69.8%
JUNIOR/MIDDLE	11.3%	33.0%	26.4%	14.7%	14.7%
SENIOR HIGH	12.4%	30.0%	30.9%	16.3%	9.0%
OVERALL	10.0%	24.2%	25.8%	15.0%	24.0%

study. In the non-public schools, on the other hand, the counselors are most likely to be assigned to a grade and have a new group to counsel each year.

In the sexual makeup of their caseload the non-public counselors also differ considerably from their public school counterparts. Three-fourths of the non-public school counselors were assigned only to students of one sex while in the public schools 95% of the counselors dealt with both male and female clients.

The average salary for counselors during the 1974-75 school term was approximately $14,000 in the public schools and $10,000 in the non-public schools.

The bulk of the counselors in all subgroups were employed for ten months. Only in the vo-tech schools were year-round contracts common.

The effect of Act 194, in which the Pennsylvania General Assembly granted funds to non-public schools for guidance and other special services, was evident in the fact that over half of the non-public counselors reported the source of their salaries to be from this act. Less than 9% of the public school counselors were funded through sources other than local initiative.

Because of the interest in bilingual education that has been engendered by federal and state legislation protecting the educational rights of children whose primary language is not English, an item was included to determine if any counselors were fluent in a second language. About 20% of the counselors indicated the ability to speak a language other than English with Spanish, French, German and Slavic

Table 17

ASSIGNMENT OF STUDENTS

	NEW GROUP EACH YEAR	FOLLOW A GROUP FOR 2 YEARS	FOLLOW A GROUP FOR 3 YEARS	4 YEARS OR MORE	
NON-PUBLIC	45.0%	9.9%	7.2%	25.2%	
VO-TECH	27.0%	3.6%	57.7%	2.7%	
ELEMENTARY	12.4%	4.1%	3.9%	69.0%	
JUNIOR/MIDDLE	20.8%	18.2%	51.0%	6.4%	
SENIOR HIGH	17.3%	14.8%	37.9%	26.5%	
OVERALL	17.1%	13.4%	34.8%	29.8%	

Table 18

MAKE-UP OF THE STUDENTS YOU ARE RESPONSIBLE FOR

	FEMALE	MALE	FEMALE & MALE		
NON-PUBLIC	30.6%	45.9%	23.4%		
VO-TECH	.9%	4.5%	92.8%		
ELEMENTARY	0	0	99.7%		
JUNIOR/MIDDLE	1.9%	1.9%	95.3%		
SENIOR HIGH	5.7%	5.7%	87.9%		
OVERALL	2.2%	2.5%	94.3%		

Table 19

SALARY

	$8,000 OR LESS	$8,001-$10,000	$10,001-$12,000	$12,001-$14,000	$14,001-$16,000
NON-PUBLIC	23.4%	28.8%	23.4%	9.0%	1.8%
VO-TECH	1.8%	7.3%	15.5%	16.4%	25.5%
ELEMENTARY	3.7%	10.6%	29.3%	20.2%	15.3%
JUNIOR/MIDDLE	.7%	6.9%	17.6%	27.6%	25.1%
SENIOR HIGH	3.0%	7.0%	13.7%	23.4%	25.0%
OVERALL	1.2%	6.7%	17.7%	24.8%	24.0%

Table 20

SALARY CONTINUED

	$16,001-$18,000	$18,001-$20,000	$20,001-$22,000	$22,001-UP	
NON-PUBLIC	0	.9%	0	0	
VO-TECH	21.8%	8.2%	3.6%	0	
ELEMENTARY	15.3%	5.2%	.1%	0	
JUNIOR/MIDDLE	14.8%	6.4%	.8%	.2%	
SENIOR HIGH	17.3%	8.8%	1.2%	.6%	
OVERALL	17.0%	7.0%	1.2%	.004%	

Table 21

LENGTH OF CONTRACT PERIOD

	9 MONTHS	10 MONTHS	11 MONTHS	12 MONTHS	
NON-PUBLIC	32.4%	43.2%	0	9.9%	
VO-TECH	5.4%	39.6%	14.4%	35.1%	
ELEMENTARY	22.2%	70.5%	3.1%	2.1%	
JUNIOR/MIDDLE	19.0%	69.7%	6.6%	3.9%	
SENIOR HIGH	20.1%	61.1%	10.5%	6.3%	
OVERALL	20.1%	63.0%	9.3%	6.5%	

Table 22

SOURCE OF FUNDING FOR COUNSELORS SALARY

	LOCAL SCHOOL DISTRICT	TITLE I	TITLE III	ACT 194	PART B VOC. ED.
NON-PUBLIC	26.1%	1.8%	0	52.3%	.9%
VO-TECH	64.0%	.9%	2.7%	1.8%	18.9%
ELEMENTARY	83.5%	9.8%	2.1%	2.3%	.3%
JUNIOR/MIDDLE	95.3%	1.6%	.3%	.5%	.2%
SENIOR HIGH	88.9%	1.0%	.3%	3.7%	1.5%
OVERALL	91.4%	2.8%	.8%	.2%	2.0%

Table 23

COUNSELORS WITH A SECOND LANGUAGE

	SPANISH	GERMAN	FRENCH	SLAVIC	OTHER
NON-PUBLIC	7.2%	5.4%	9.0%	6.3%	7.2%
VO-TECH	5.4%	3.6%	4.5%	.9%	1.8%
ELEMENTARY	7.0%	2.3%	7.0%	2.8%	4.4%
JUNIOR/MIDDLE	6.6%	3.5%	6.3%	2.6%	3.9%
SENIOR HIGH	6.3%	3.2%	4.1%	3.3%	3.8%
OVERALL	6.3%	3.2%	4.8%	2.5%	3.6%

being the most prevalent in that order. In the category of "other" languages several counselors listed street dialects as their second language.

Priorities for Improvement:

For items 30-36 on the questionnaire, the respondents were asked to assign priorities to each of seven suggestions for improving their personal job situations. Tables 24-30 indicate the percentage of responses to each choice on the four point priority scale of highest-high-low-lowest.

Table 31 places the seven suggestions in rank order by priority for each of the six response categories. The numbers beneath each choice represent the average response obtained by assigning a weight

Table 24

ADDITIONAL CLERICAL OR OTHER PARA-PROFESSIONAL HELP

	HIGHEST PRIORITY	HIGH PRIORITY	LOW PRIORITY	LOWEST PRIORITY	
NON-PUBLIC	9.9%	28.8%	26.1%	21.6%	
VO-TECH	28.8%	34.2%	22.5%	6.3%	
ELEMENTARY	14.5%	30.5%	28.4%	17.8%	
JUNIOR/MIDDLE	26.6%	31.2%	22.4%	14.0%	
SENIOR HIGH	27.9%	33.0%	21.2%	10.5%	
OVERALL	25.4%	31.8%	22.8%	12.8%	

Table 25

ADDITIONAL PROFESSIONAL PERSONNEL IN YOUR SPECIALITY

	HIGHEST	HIGH	LOW	LOWEST	
NON-PUBLIC	27.9%	35.1%	17.1%	7.2%	
VO-TECH	27.9%	31.5%	22.5%	6.3%	
ELEMENTARY	44.2%	27.4%	14.5%	6.7%	
JUNIOR/MIDDLE	29.0%	31.6%	21.3%	10.6%	
SENIOR HIGH	34.4%	28.8%	18.8%	8.3%	
OVERALL	34.4%	29.7%	18.6%	8.7%	

Table 26
ADDITIONAL PROFESSIONAL PERSONNEL
IN OTHER SPECIALTIES

	HIGHEST PRIORITY	HIGH	LOW	LOWEST	
NON-PUBLIC	22.5%	38.7%	24.3%	1.8%	
VO-TECH	11.7%	22.5%	37.8%	16.3%	
ELEMENTARY	19.6%	38.8%	24.3%	7.2%	
JUNIOR/MIDDLE	19.0%	43.0%	23.0%	7.7%	
SENIOR HIGH	15.6%	37.2%	26.5%	9.6%	
OVERALL	16.4%	38.8%	25.4%	9.5%	

Table 27

AVAILABILITY OF OUTSIDE CONSULTANTS

	HIGHEST PRIORITY	HIGH	LOW	LOWEST	
NON-PUBLIC	20.7%	44.1%	18.0%	0.0%	
VO-TECH	9.0%	28.8%	31.5%	18.0%	
ELEMENTARY	12.1%	47.5%	20.0%	10.6%	
JUNIOR/MIDDLE	14.5%	41.7%	29.5%	7.1%	
SENIOR HIGH	10.3%	38.1%	27.3%	12.5%	
OVERALL	11.5%	39.8%	27.5%	11.4%	

Table 28

SMALLER CASE LOAD

	HIGHEST PRIORITY	HIGH	LOW	LOWEST	
NON-PUBLIC	19.8%	38.7%	19.8%	9.9%	
VO-TECH	32.4%	26.1%	18.9%	9.9%	
ELEMENTARY	49.1%	24.5	10.3%	7.0%	
JUNIOR/MIDDLE	37.4%	27.5%	20.1%	7.6%	
SENIOR HIGH	41.7%	28.4%	15.9%	6.2%	
OVERALL	41.2%	27.1%	16.6%	6.8%	

Table 29

ADDITIONAL INSERVICE TRAINING
OR OTHER PROFESSIONAL GROWTH

	HIGHEST PRIORITY	HIGH	LOW	LOWEST	
NON-PUBLIC	29.7%	37.8%	11.7%	5.4%	
VO-TECH	21.6%	28.8%	28.8%	9.9%	
ELEMENTARY	20.2%	46.0%	18.1%	7.2%	
JUNIOR/MIDDLE	20.8%	44.1%	19.3%	6.8%	
SENIOR HIGH	17.3%	36.8%	24.4%	9.5%	
OVERALL	18.5%	39.8%	22.4%	9.0%	

Table 30

ADDITIONAL NON-SCHOOL RESOURCES

	HIGHEST PRIORITY	HIGH	LOW	LOWEST
NON-PUBLIC	9.9%	38.7%	27.0%	2.7%
VO-TECH	12.6%	29.7%	32.4%	13.5%
ELEMENTARY	11.4%	29.7%	29.7%	14.0%
JUNIOR/MIDDLE	12.9%	36.6%	30.8%	10.5%
SENIOR HIGH	9.7%	32.7%	30.7%	13.2%
OVERALL	10.9%	33.6%	30.5%	12.5%

to each choice from 1 for highest priority to 4 for lowest priority. As these averages indicate there were very few instances where items were assigned the lowest priority. In the case of public school counselors other than vo-tech, a smaller case load was top priority usually followed by additional counselors. For the non-public counselors a smaller caseload only ranked fifth in importance with in-service training and available outside consultants receiving highest priority.

For the public schools external resources such as consultants and agencies were seen as least helpful in assisting them to do a better job.

RANK ORDER OF COUNSELORS' PRIORITY OF AIDS TO DO A BETTER JOB

(MEAN SCORES)

Table 31

	NON-PUBLIC	VO-TECH	ELEMENTARY
1st	Additional Inservice Training or other Professional Growth 1.91	Additional Clerical or Other Para-Professional Help 2.07	Smaller Case Load 1.73
2nd	Availability of Outside Consultants 1.97	Smaller Case Load 2.07	Additional Professional Personnel in Your Speciality 1.82
3rd	Additional Professional Personnel in Your Speciality 2.04	Additional Professional Personnel in Your Speciality 2.08	Additional Inservice Training or Other Professional Growth 2.14
4th	Additional Professional Personnel in Other Specialities 2.06	Additional Inservice Training or Other Professional Growth 2.30	Additional Professional Personnel in Other Specialities 2.21
5th	Smaller Case Load 2.22	Additional Non-School Resources 2.53	Availability of Outside Consultants 2.33
6th	Additional Non-School Resources 2.29	Additional Professional Personnel in Other Specialities 2.66	Additional Clerical or Other Para-Professional Help 2.54
7th	Additional Clerical or Other Para-Professional Help 2.69	Availability of Outside Consultants 2.67	Additional Non-School Resources 2.55

RANK ORDER OF COUNSELORS' PRIORITY OF AIDS TO DO A BETTER JOB

(MEAN SCORES)

Continued

	JUNIOR/MIDDLE	SENIOR HIGH	OVERALL
1st	Smaller Case Load 1.98	Smaller Case Load 1.86	Smaller Case Load 1.88
2nd	Additional Inservice Training or Other Professional Growth 2.13	Additional Professional Personnel in Your Speciality 2.01	Additional Professional Personnel in Your Speciality 2.02
3rd	Additional Professional Personnel in Your Speciality 2.15	Additional Clerical or Other Para-Professional Help 2.16	Additional Inservice Training or Other Professional Growth 2.24
4th	Additional Professional Personnel in Other Specialties 2.21	Additional Inservice Training or Other Professional Growth 2.30	Additional Clerical or Other Para-Professional Help 2.25
5th	Additional Clerical or Other Para-Professional Help 2.25	Additional Professional Personnel in Other Specialties 2.34	Additional Professional Personnel in Other Specialties 2.31
6th	Availability of Outside Consultants 2.31	Availability of Outside Consultants 2.47	Availability of Outside Consultants 2.43
7th	Additional Non-School Resources 2.43	Additional Non-School Resources 2.55	Additional Non-School Resources 2.51

Counselor Strengths and Weaknesses:

Items 37-45 required the counselors to make a personal assessment of their relative strengths and weaknesses in relation to certain guidance activities. The nine activities used comprised, in the judgment of the advisory board, activities to which the counselors commonly devote the great majority of their time.

The respondents were asked to classify their abilities to conduct the activities on a four point scale from very strong to very weak. Tables 32-40 indicate the percentage of counselors responding to each activity on each of the four points. The same six subgroups were used for charting the results as in the previous tables. Table 41 ranks the nine activities within each of the six subgroups. The number beneath each activity represents the average strength according to a system of weighting the responses from one for very strong to four for very weak.

Weakest of all the counselors' competencies was coordination of community resources which would involve the referral of clients to psychiatric, social and welfare agencies, etc. Next in weakness was group counseling processes despite the financial and consultative emphasis that has been provided by the Pennsylvania Department of Education to every school district in the state to in-service counselors in group processes.

Although there were some differences among the various subgroups as to their rank order of competence, interpersonal and intrapersonal counseling would appear to have an edge toward being the strongest of the competencies the counselors felt they possessed. At the senior

Table 32

ACADEMIC COUNSELING

	VERY STRONG	STRONG	WEAK	VERY WEAK	
NON-PUBLIC	36.9%	46.8%	9.9%	0.0%	
VO-TECH	24.3%	53.2%	15.3%	.9%	
ELEMENTARY	20.7%	50.4%	14.7%	3.1%	
JUNIOR/MIDDLE	37.5%	56.2%	3.2%	.3%	
SENIOR HIGH	48.6%	45.0%	3.2%	.1%	
OVERALL	38.6%	50.5%	5.7%	.7%	

Table 33

EDUCATIONAL-VOCATIONAL COUNSELING

	VERY STRONG	STRONG	WEAK	VERY WEAK	
NON-PUBLIC	27.9%	42.3%	21.6%	0.0%	
VO-TECH	53.2%	43.2%	.9%	0.0%	
ELEMENTARY	7.5%	32.0%	34.9%	8.8%	
JUNIOR/MIDDLE	27.4%	52.2%	16.7%	1.1%	
SENIOR HIGH	35.6%	51.6%	9.2%	.2%	
OVERALL	28.9%	49.7%	14.4%	1.9%.	

Table 34

INTERPERSONAL COUNSELING

	VERY STRONG	STRONG	WEAK	VERY WEAK	
NON-PUBLIC	40.5%	51.4%	2.7%	0.0%	
VO-TECH	38.7%	52.3%	6.3%	0.0%	
ELEMENTARY	51.2%	44.7%	2.6%	0.0%	
JUNIOR/MIDDLE	42.4%	52.7%	3.4%	.5%	
SENIOR HIGH	33.5%	55.6%	7.8%	.1%	
OVERALL	38.1%	53.2%	6.2%	.2%	

Table 35

INTRAPERSONAL COUNSELING

	VERY STRONG	STRONG	WEAK	VERY WEAK	
NON-PUBLIC	40.5%	45.0%	7.2%	.9%	
VO-TECH	35.1%	50.5%	8.1%	0.0%	
ELEMENTARY	48.6%	41.1%	6.7%	.8%	
JUNIOR/MIDDLE	36.7%	50.6%	9.8%	.5%	
SENIOR HIGH	30.7%	53.9%	10.1%	.7%	
OVERALL	34.8%	50.9%	9.9%	.6%	

Table 36

GROUP PROCESSES

	VERY STRONG	STRONG	WEAK	VERY WEAK	
NON-PUBLIC	13.5%	39.6%	32.4%	6.3%	
VO-TECH	19.8%	45.0%	25.2%	7.2%	
ELEMENTARY	18.9%	50.1%	22.7%	4.4%	
JUNIOR/MIDDLE	19.2%	50.9%	23.3%	4.3%	
SENIOR HIGH	13.9%	47.4%	30.9%	3.5%	
OVERALL	16.6%	48.9%	27.1%	4.0%	

Table 37

PUPIL ASSESSMENT

	VERY STRONG	STRONG	WEAK	VERY WEAK	
NON-PUBLIC	13.5%	42.4%	29.7%	4.5%	
VO-TECH	14.4%	44.1%	29.7%	2.7%	
ELEMENTARY	22.2%	41.6%	23.5%	3.9%	
JUNIOR/MIDDLE	28.7%	47.2%	19.8%	2.1%	
SENIOR HIGH	21.6%	52.4%	19.9%	1.9%	
OVERALL	23.9%	49.3%	20.4%	2.1%	

Table 38

PARENTAL INVOLVEMENT

	VERY STRONG	STRONG	WEAK	VERY WEAK	
NON-PUBLIC	7.2%	45.0%	36.0%	1.8%	
VO-TECH	26.1%	45.9%	22.5%	0.0%	
ELEMENTARY	39.8%	47.0%	10.9%	0.0%	
JUNIOR/MIDDLE	30.6%	54.4%	12.2%	1.0%	
SENIOR HIGH	18.3%	50.9%	25.6%	1.5%	
OVERALL	26.3%	50.3%	19.5%	1.2%	

Table 39

TEACHER CONSULTATION

	VERY STRONG	STRONG	WEAK	VERY WEAK	
NON-PUBLIC	11.7%	53.2%	24.3%	1.8%	
VO-TECH	34.2%	51.4%	11.7%	0.0%	
ELEMENTARY	34.6%	54.3%	8.8%	.3%	
JUNIOR/MIDDLE	25.0%	58.3%	13.8%	.8%	
SENIOR HIGH	17.9%	59.3%	18.6%	1.0%	
OVERALL	23.2%	57.9%	15.6%	.7%.	

Table 40

COORDINATION OF APPROPRIATE
AND AVAILABLE COMMUNITY RESOURCES

	VERY STRONG	STRONG	WEAK	VERY WEAK	
NON-PUBLIC	9.0%	26.1%	38.7%	13.5%	
VO-TECH	15.3%	53.2%	26.1%	.9%	
ELEMENTARY	15.5%	48.8%	25.6%	5.7%	
JUNIOR/MIDDLE	10.6%	39.9%	41.1%	6.1%	
SENIOR HIGH	9.6%	38.1%	41.3%	6.2%	
OVERALL	11.3%	41.2%	38.2%	5.4%	

high level academic and educational-vocational counseling were ranked as the highest competencies of the counselors, which was the greatest deviation from the general response pattern. Such activities as pupil assessment, teacher consultation and parental involvement invariably were ranked near the middle of the list.

Counselors were loathe to consider themselves very weak in the handling of any of the nine activities mentioned in this section of the questionnaire. The only two activities where more than 3% of the responses were very weak were the two lowest ranked activities as previously mentioned - group processes and coordination of community resources. With the exception of the two aforementioned activities and pupil assessment at least 75% of the respondents rated themselves

COUNSELORS' CLASSIFICATION OF THEIR
STRENGTHS AND WEAKNESSES IN THE FOLLOWING AREAS
(MEAN SCORES)

Table 41

	NON-PUBLIC	VO-TECH	ELEMENTARY
1st	Interpersonal Counseling 1.60	Educational-Vocational Counseling 1.46	Interpersonal Counseling 1.51
2nd	Intrapersonal Counseling 1.66	Interpersonal Counseling 1.67	Intrapersonal Counseling 1.59
3rd	Academic Counseling 1.71	Intrapersonal Counseling 1.71	Parental Involvement 1.70
4th	Educational-Vocational Counseling 1.93	Teacher Consultation 1.77	Teacher Consultation 1.74
5th	Teacher Consultation 2.18	Academic Counseling 1.92	Academic Counseling 2.00
6th	Pupil Assessment 2.28	Parental Involvement 1.96	Pupil Assessment 2.10
7th	Group Processes 2.34	Coordination of Community Resources 2.13	Group Processes 2.13
8th	Parental Involvement 2.36	Pupil Assessment 2.20	Coordination of Community Resources 2.22
9th	Coordination of Community Resources 2.65	Group Processes 2.20	Educational-Vocational Counseling 2.54

COUNSELORS' CLASSIFICATION OF THEIR
STRENGTHS AND WEAKNESSES IN THE FOLLOWING AREAS
(MEAN SCORES)

continued

	JUNIOR/MIDDLE	SENIOR HIGH	OVERALL
1st	Interpersonal Counseling 1.62	Academic Counseling 1.53	Academic Counseling 1.67
2nd	Academic Counseling 1.65	Educational-Vocational Counseling 1.73	Interpersonal Counseling 1.68
3rd	Intrapersonal Counseling 1.73	Interpersonal Counseling 1.74	Intrapersonal Counseling 1.75
4th	Parental Involvement 1.83	Intrapersonal Counseling 1.80	Educational-Vocational Counseling 1.89
5th	Teacher Consultation 1.90	Pupil Assessment 2.02	Teacher Consultation 1.94
6th	Educational-Vocational Counseling 1.91	Teacher Consultation 2.02	Parental Involvement 1.95
7th	Pupil Assessment 1.95	Parental Involvement 2.11	Pupil Assessment 2.01
8th	Group Processes 2.13	Group Processes 2.25	Group Processes 2.19
9th	Coordination of Community Resources 2.44	Coordination of Community Resources 2.46	Coordination of Community Resources 2.39

strong or very strong.

Discussion

There is little more to be said about the first portion of the data covered in the section on self description. The second section of Phase I results dealing with the methods of improving the counselors situation, however, give rise to further discussion particularly as to the realism of the priority items.

The two top priority items as selected by the public school counselors were a smaller caseload and more counselors. These two choices are virtually synonymous. In considering the realism of these choices though one must consider the economic situation as it exists in most Pennsylvania school districts. Inflation, mandated services and improved salary and fringe benefit packages for staff have raised district budgets to what many school boards consider unacceptable levels. To compensate for these increases without large tax increases more and more districts have turned to cutting staff and putting a moratorium upon new programs. In this climate, which shows no sign of abating, it is highly unlikely that most districts will be willing to hire more counselors, improve facilities or increase clerical services. What remains in the way of alternatives are basically to set firm priorities as to what the existing staff can accomplish and let all other types of activities remain undone or to utilize outside resources such as mental health clinics, welfare agencies, community service groups and family counseling clinics. However, these alternatives are last in the counselors' list of priorities. It may be that an effort must be made to improve the counselors' understanding and use of such

referral sources.

The need for such training is further illustrated by the third section of the Phase I data which relates to perceived strengths and weaknesses. Here the coordination of community resources was seen as the weakest of the nine competencies by the counselors themselves. One must question the realism of rejecting such an important source of assistance as the non-school agencies available in most districts.

In a similar vein the data on strengths and weaknesses shows that almost one-third of the respondents considered themselves weak in the area of group processes which were defined as including both counseling and information giving activities. Group processes have been touted as a means of stretching limited staff resources by most counselor education texts and by many consultants, both private and government. It is a recognized competency that is included in all counselor education programs and many examples of its use are annually published in the professional literature. One must ask what more can be done to encourage counselors to use group processes. During a three year period at the beginning of this decade the Guidance Services Section of the Pennsylvania Department of Education attempted to reach every school district with a series of workshops on group counseling and, further, offered each district a grant to hire consultants and conduct local in-service programs specifically related to the use of group techniques within that district.

Now that we have seen what type of counselors are presently serving in the schools of the Commonwealth we are ready to take a look at the content of the programs of guidance services that are being

conducted within the public schools. Phase II of the study dealt with this particular aspect of guidance in Pennsylvania.

Chapter III

PHASE II

After collecting personal data on the counselors working within Pennsylvania's 505 school districts, the second phase of the study was devoted to obtaining information as to the types of services being offered within the guidance programs. Because of the sheer volume of data which this part of the study could entail it was decided to survey a sample of districts rather than attempting to obtain responses from all school districts.

Preparation of the Questionnaire

In developing a basic format for the questionnaire to be used in Phase II considerable emphasis was placed upon the twelve elements of a guidance program as described in Chapter 17 of the Regulations of the State Board of Education of Pennsylvania issued on December 1, 1967. The introductory paragraph of this document states, "The following elements of a coordinated and articulated program of guidance services, which is complimentary and integral to the instructional program, shall be provided in the elementary and secondary schools of the Commonwealth, with appropriate application to the characteristics of the children to be served, and to the educational setting in which they are proffered." The twelve elements listed include pupil records, pupil assessment, informational resources, individual counseling, group processes, staff cooperation, parental involvement, utilization of referral sources, the pupil personnel team, orientation, placement and operational research.

In reviewing the twelve components of a guidance program as defined by the state regulations, the advisory board felt that with the exception of the pupil personnel team they were valid components. It was decided that in the case of the latter component it could reasonably be subsumed under staff cooperation. In its place was substituted a component entitled program management which dealt more with administrative and budget matters relevant to the operation of a guidance program.

Once the twelve components as revised had been agreed upon the advisory board, project director and research specialist began to develop a pool of items relating to these components. The total pool was then reviewed by the advisory board and items that were considered unclear or redundant were deleted. The result was a set of 68 items which it was agreed represented specific activities that might be expected to be carried on under a guidance program. As Figure 3 shows, each of the twelve components was represented by multiple items.

Figure 3

ITEM CONTENT OF PHASE II
QUESTIONNAIRE BY COMPONENTS

Components	Number
Placement	6
Informational Services	7
Pupil Records	4
Operational Research	5
Program Management	10
Utilization of Referral Services	5
Parental Involvement	5
Orientation	6
Staff Cooperation	5
Individual Counseling	4
Pupil Assessment	6
Group Processes	5

In planning a response scale it was felt to be important that two types of responses be elicited, the first to indicate the quality with which the function was being performed and the second to indicate the importance placed upon the function. Each of the 68 items, therefore, was followed by two four point scales one for quality and one for importance. The quality scale also had a fifth possible response which was non-existent to show that the function was not present or at least not known to be present. On the quality scale the highest response, a 4, was labeled excellent and the lowest response, a 1, was labeled inadequate as points of reference. There were no verbal labels attached to responses 2 and 3. Likewise, on the importance scale a 4 was labeled most important and a 1, not important at all.

A copy of the cover letter that accompanied this questionnaire is found in Appendix 3 and a copy of the questionnaire in Appendix 4.

Selection of the Sample

Phase II was designed to have a population consisting of a 20% stratified random sample of the school districts in Pennsylvania. Two factors were considered in stratifying the sample: (1) geographic location and (2) size of the student body. To ensure a fair distribution geographically districts were selected from each of the 29 intermediate units in the state. Intermediate units are educational service areas consisting of from one to four counties. Districts in Pennsylvania are also assigned to one of four classes depending upon the number of students in their population. These vary from Class 1 which includes only the cities of Philadelphia and Pittsburgh to the smallest districts in Class 4. A 20% sample included the following

number of districts of each class: Class 1 = 1, Class 2 = 14, Class 3 = 80 and Class 4 = 7 for a total of 102 districts.

Contact was initiated through the school districts' directors of guidance. It was suggested to them that the questionnaire be completed during a staff meeting of all their counselors and that the responses represent a consensus of opinions across all grade levels. It was recognized that their might be some advantage to separating the responses as to senior high, junior/middle and elementary but because of the wide disparity among districts in their organizational patterns it was felt that such figures would be misleading and difficult to compare or total. Likewise, no non-public schools or vo-tech schools were included in the Phase II survey because they do not follow a comprehensive pattern in most locations and would yield only isolated bits of program data.

A total of 91 of the 102 selected districts responded to the survey. However, one district's form was received after the established deadline and is not included in the data summaries, therefore, the tabulated percentage of response was 88.3%.

Figure 4 indicates the number of districts from each intermediate unit that responded to the survey. As you will note Intermediate Unit #2 had no surveys sent. This unit is the city of Pittsburgh and was left out because it would have provided 100% of the Class 1 school districts for the sample since the city of Philadelphia had already been selected. Otherwise, 20 of the 28 intermediate units used in the sample had 100% response. It was felt by the advisory board that the percentage of response represented here was very good indeed.

Figure 4

NUMBER OF DISTRICTS RESPONDING TO PHASE II
BY INTERMEDIATE UNIT

Intermediate Unit	Number of Districts Surveyed	Number Returned	Percentage Returned
1	4	3	75%
2	0	0	--
3	9	7	78%
4	5	5	100%
5	4	4	100%
6	3	3	100%
7	5	4	80%
8	7	5	71%
9	3	3	100%
10	2	2	100%
11	2	1	50%
12	4	4	100%
13	4	4	100%
14	3	3	100%
15	6	6	100%
16	4	4	100%
17	3	3	100%
18	3	3	100%
19	4	4	100%
20	3	3	100%
21	2	2	100%
22	2	2	100%
23	5	4	80%
24	3	2	67%
25	3	3	100%
26	1	1	100%
27	4	2	50%
28	2	2	100%
29	2	2	100%
Totals	102	91	89.2%

Questionnaire Returns

Although most of the data on the questionnaire returns was covered in the previous section there are several other facts worth noting. As far as the returns by class of district were concerned, all the Class 1 and 2 districts responded, 71 of the 80 Class 3 districts responded and

5 of the 7 Class 4 districts.

By the original deadline a total of 54 districts had responded. Follow-up calls were made to each of the remaining districts and those who had misplaced their forms were sent another set. In this manner an additional 37 responses were obtained.

Statistical Design

In addition to frequency counts and percentages of response the data from the Phase II questionnaires was also treated to yield a mean score in both quality and importance. This was done by using the four point response scale. Also, program characteristics were ranked both in quality of performance and importance.

Finally a correlation matrix was developed between the mean scores for quality and importance.

Presentation of the Data

Table 42 on page 52 summarizes the mean scores for quality and importance on each of the 68 characteristics of a guidance program. In the computation of the quality column responses in the "0" category which implied that they had no knowledge of the existance of such a function were discounted for purposes of computing the mean scores. The item for which the largest number of "0" responses were obtained was item 5 concerning the existence of written communications to make staff aware of essential guidance information. On this item 29 districts or 32% noted it was non-existant.

On the Phase II questionnaire items are always indicated by odd numbers, this was an artifice to facilitate keypunching. On the key-punch card the odd numbers held the quality response while the even

Table 42

MEAN RESPONSES TO THE PHASE II QUESTIONNAIRE

Item	Quality	Importance
1	2.75	3.65
3	1.65	3.18
5	1.70	2.80
7	1.52	2.64
9	3.04	3.74
11	3.45	3.63
13	2.85	3.51
15	2.18	3.23
17	1.53	2.53
19	2.88	3.45
21	3.51	3.60
23	3.03	3.44
25	2.55	3.21
27	2.26	2.98
29	2.35	3.13
31	3.16	3.53
33	2.38	3.41
35	2.81	3.25
37	2.71	3.39
39	2.85	3.38
41	3.58	3.66
43	2.44	3.78
45	2.75	3.57
47	3.27	3.77
49	3.08	3.45
51	2.97	3.21
53	3.37	3.56
55	3.36	3.63
57	3.25	3.76
59	2.90	3.41
61	3.61	3.77
63	3.06	3.51
65	3.25	3.54
67	3.29	3.61
69	2.38	3.59
71	2.38	3.59
73	2.15	3.78
75	2.53	3.50
77	2.67	3.35
79	2.15	3.01
81	1.98	3.01
83	1.47	2.83
85	2.57	3.56
87	2.92	3.68
89	3.27	3.58

Table 42 (cont.)

Item	Quality	Importance
91	3.31	3.57
93	2.00	3.47
95	2.06	3.48
97	2.72	3.63
99	1.73	2.63
101	3.46	3.49
103	3.15	3.46
105	2.71	3.27
107	2.02	3.22
109	1.86	2.79
111	3.56	3.84
113	3.79	3.82
115	3.33	3.68
117	3.26	3.70
119	3.31	3.70
121	3.81	3.73
123	3.64	3.87
125	2.28	3.24
127	2.29	3.08
129	2.35	3.09
131	2.41	3.22
133	2.91	3.45
135	3.48	3.68

numbers contained the importance response.

Overall Data:

A fact that is immediately apparent from Table 42 is that in virtually every case the mean response for importance is greater than that for quality. It would be overstepping the bounds of statistical propriety to suggest that the two scores are directly comparable, but still one is dealing with four point scales concerned with the same items and being marked at the same time. It does not stretch the imagination too much to expect that there may exist a direct relationship among the two sets of responses. This assumption will underlie much of the succeeding discussion of the data and can be accepted or

rejected by the reader as one so desires.

It is noteworthy that the respondents very rarely felt that one of the characteristics was of no importance. In fact out of 6120 responses (90 districts multiplied times 68 items) there were only 106 occasions when the not at all important response was chosen.

As was mentioned before it was extremely unusual for the mean quality response to surpass the mean importance response. This only occurred for one item, number 121, "Parents are given the opportunity to review the content of their children's records upon request." In this instance both quality and importance received the near perfect scores of 3.81 and 3.73 respectively.

The mean quality score was 2.76 while the mean importance score was 3.42.

Table 43 takes the responses and ranks them by both quality and importance. This will help to give one a feeling for where the greatest discrepancies between the two factors lie. When two items had the same mean score the item with the lowest number is listed first. This chart may better compare quality and importance than by just taking the difference between the mean scores.

Table 44 looks at the text of those characteristics that were ranked highest and lowest on quality and importance. One of the most striking facts that emerges from this data is that the three top ranked items in both quality and importance concern pupil records This can probably be explained when one realizes that during the period when this survey was taken the Pennsylvania Department of Education had required every school district to prepare a written

Table 43

RANK ORDER OF PHASE II RESPONSES

Rank	Quality	Importance	Rank	Quality	Importance
1	121	123	35	35	101
2	113	111	36	1	95
3	123	113	37	45	93
4	61	43	38	97	103
5	41	73	39	37	19
6	111	47	40	105	49
7	21	61	41	77	133
8	135	57	42	85	23
9	101	9	43	25	33
10	11	121	44	75	59
11	53	117	45	43	37
12	55	119	46	131	39
13	115	87	47	33	77
14	91	115	48	69	105
15	119	135	49	71	35
16	67	41	50	29	125
17	47	1	51	129	15
18	89	11	52	127	107
19	117	55	53	125	131
20	57	97	54	27	25
21	65	67	55	15	51
22	31	21	56	73	3
23	103	69	57	79	29
24	49	71	58	95	129
25	63	89	59	107	127
26	9	45	60	93	79
27	23	91	61	81	81
28	51	53	62	109	27
29	87	85	63	99	83
30	133	65	64	5	5
31	59	31	65	3	109
32	19	13	66	17	7
33	13	63	67	7	99
34	39	75	68	83	17

policy for the collection, maintenance and release of pupil records. A series of workshops had been held for district staff and each policy had been required to be submitted to the Department of Education for review. Counselors were closely involved in these activities and in most districts were responsible for preparing the policies in accord-

Table 44

TOP AND BOTTOM RANKED ITEMS ON QUALITY AND IMPORTANCE

Highest Ranked Items by Quality	Highest Ranked Items by Importance
#121 Parents are given the opportunity to review the content of their children's records upon request.	#123 Information on pupils is not released to any person or organization outside the school without prior consent.
#113 A cumulative educational record is maintained for each student.	#111 The confidentiality of all information obtained for guidance purposes is scrupulously maintained.
#123 Information on pupils is not released to any person or organization outside the school without prior consent.	#113 A cumulative educational record is maintained for each student.
#61 Only tests given for a specific reason or purpose are included in the standardized testing program.	#43 Counselor load and counselor duties are organized to allow the counselor adequate time to provide individual counseling.
#41 The frequency and length of counseling sessions is largely determined by the desires and needs of the individual students.	#73 The administration provides the guidance department with adequate personnel and funding.
Lowest Ranked Items by Quality	**Lowest Ranked Items by Importance**
#83 Studies are made to determine student success on the job and determinants of such success or lack of success.	#17 A planned approach for involving parents in group procedures (processes) is provided.
#7 The teaching staff contributes to the planning of the guidance program.	#99 Prior to purchase, materials are reviewed for possible sex bias.
#17 A planned approach for involving parents in group procedures (processes) is provided.	#7 The teaching staff contributes to the planning of the guidance program.

Table 44 (cont.)

#3 An organized, on-going program of in-service training is conducted for staff members to familiarize them with the structure and activities of the school's pupil personnel services.	#109 Group process techniques are regularly shared with the classroom teacher and the rest of the professional staff.
#5 A system of written communications, e.g., guidance newsletters, monthly reports or bulletins are organized to provide the total staff with essential information relevant to guidance program activities.	#5 A system of written communications, e.g., guidance newsletters, monthly reports or bulletins are organized to provide the total staff with essential information relevant to guidance program activities.

ance with state and federal guidelines.

Items 113 and 123 dealing with maintaining a cumulative record for each pupil and keeping its contents confidential are among the top five characteristics on both quality and importance. Item 73 which was ranked fifth in importance, however, fell to 56th place as to the quality with which it is carried out. This is certainly in line with the Phase I data which showed that additional staff was high on the counselors' priority list for improving guidance services. Likewise, item 43 which related to the opportunity for doing individual counseling was ranked fourth in importance but only 45th in quality. This could also be tied into the counselors' felt need for more staff to adequately provide services.

Looking at the lowest ranked items another pattern emerges. All five items have to do with persons other than the counselors immediate caseload. Item 83 refers to graduates, item 17 to parents and items 3, 5 and 7 to teachers. This may relate to the previous data in that

since counselors do not feel they have adequate time to work with the students assigned to them they also lack the time to work with significant others with whom they might be expected to come in contact.

Three of those same items are ranked lowest in importance by the counselors (items 5, 7 and 17). It must be remembered in interpreting this information that we are discussing the counselors' reactions. Later in Phase III when we analyze the responses of parents, teachers and students we will find that they agree on the quality with which some of these same functions are performed but have a considerably different view of the importance of those same items.

Item 99 attempted to explore the issue of sexual bias in guidance and particularly in the audiovisual and printed materials used by the counselor. Sex bias has been another issue that has been strongly emphasized by the state in all levels of education and has been the subject of numerous memorandums to chief school administrators and publications on how to detect such bias and eradicate it from the schools. It is evident from the results of this study that counselors do not consider the matter of much importance for item 99 ranked 63rd in quality and 67th in importance. Since our Phase I data indicates that about 40% of counselors are women it does not seem that charges of male chauvinism can be laid to this finding.

Yet another way of analyzing this data is by the correlation between quality and importance. If that correlation is high it might be assumed to indicate a substantial congruence between the counselors' opinion of what is being done and what should be done. If the correlation is low then it would appear that a conflict exists in the

counselors' minds about what they were doing and what they should be doing. Table 45 summarizes the correlations between quality and importance for each of the 68 items of Phase II.

Table 45

CORRELATION BETWEEN QUALITY AND IMPORTANCE FOR EACH PHASE II ITEM

Item	Correlation	Item	Correlation	Item	Correlation
1	.427	47	.096	93	.120
3	.280	49	.558	95	.013
5	.652	51	.757	97	.129
7	.368	53	.404	99	.516
9	.288	55	.258	101	.303
11	.315	57	.234	103	.405
13	.460	59	.490	105	.571
15	.447	61	.638	107	.161
17	.521	63	.564	109	.549
19	.513	65	.365	111	.422
21	.571	67	.265	113	.437
23	.566	69	.115	115	.303
25	.415	71	.296	117	.265
27	.548	73	.115	119	.462
29	.488	75	.360	121	.240
31	.394	77	.537	123	.621
33	.272	79	.558	125	.453
35	.481	81	.527	127	.614
37	.541	83	.467	129	.701
39	.474	85	.451	131	.480
41	.571	87	.367	133	.648
43	.005	89	.230	135	.056
45	.460	91	.402		

The highest correlation is found in item 51 (.757) on providing counseling services to out of school youth. This item had a 2.97 mean quality score and a 3.21 mean importance score.The only other item with a correlation above .70 was item 129 (.701) on identifying and distributing information on job opportunities.

At the other end of the scale there were four items where the

correlations fell below .10. These included item 43 (.005) concerning whether counselors had adequate time for individual counseling, item 47 (.096) which asked whether the school's policy concerning confidentiality was firmly established and had been made clear to staff, item 95 (.013) on whether school staff attempt to show the relationship between subject matter and career planning, and item 135 (.056) which queried the counselor's role in curriculum development.

Several blank spaces were left at the end of the Phase II questionnaire so that counselors could add other items that they felt were significant characteristics of their guidance programs. A total of four districts chose to make additions as follows:

a. The administration actively supports and encourages the guidance program.

b. Adequate physical facilities and staff are provided for the guidance program.

c. Community attitudes support effective counseling.

d. Guidance counselors have opportunities to attend workshops, conventions and take courses to update their knowledge.

e. A Child Study Team consists of counseling staff, school psychologists, home and school visitor and faculty.

f. Counselors are involved in planning staff development activities.

g. Counselors serve as student advocates; ombudsmen.

h. Counselors serve as change agents, helping to make the school more responsive to the needs of the students.

i. Counselors are committed to continuous personal and professional development.

All of these items were rated a 4 in importance, however, items a, b and c were rated 1 in quality; items g and h were rated 3 in quality; and items d, e, f and i were rated 4 in quality.

Comparison of Schools with Elementary Counselors to Those without:

Of the 90 districts that responded to the survey, 38 reported having elementary counselors. Separating the two groups and recomputing their mean quality and importance scores showed that substantial differences existed on relatively few characteristics. For purposes of this study a substantial difference was defined as .25 points on the four point rating scale. As Tables 46 and 47 show there were 23 items on which the two groups differed substantially in quality and only four on which they differed substantially in importance.

Table 46

ITEMS ON WHICH SCHOOLS WITHOUT ELEMENTARY COUNSELORS DIFFERED FROM SCHOOLS WITH ELEMENTARY COUNSELORS BY GREATER THAN .25 POINTS ON MEAN QUALITY SCORES

Item	Schools with Elementary Counselors	Schools without Elementary Counselors
1	3.03	2.59
7	1.71	1.41
17	1.84	1.36
21	3.25	3.65
23	2.73	3.19
25	2.35	2.66
35	3.06	2.67
37	2.90	2.60
43	2.65	2.33
45	2.57	2.84
51	2.71	3.12
55	3.06	3.51
65	3.06	3.34
67	3.10	3.40
69	2.16	2.49
73	2.45	1.98
93	2.26	1.86
97	2.97	2.59
105	3.07	2.53
107	2.19	1.93
109	2.10	1.74
115	3.52	3.22
117	3.58	3.09

Table 47

ITEMS ON WHICH SCHOOLS WITHOUT ELEMENTARY COUNSELORS DIFFERED FROM SCHOOLS WITH ELEMENTARY COUNSELORS BY GREATER THAN .25 POINTS ON MEAN IMPORTANCE SCORES

Item	Schools with Elementary Counselors	Schools without Elementary Counselors
65	3.38	3.64
69	3.41	3.69
79	2.84	3.10
99	2.45	2.72

Certain clusters of items stand out as one reviews the differences in quality scores. Those districts with elementary counselors rated themselves substantially higher on items related to use of outside agencies, involving teachers in the guidance program and adequacy of staff to carry out various functions. They scored lower than the schools without elementary counselors on such characteristics as orientation, placement, development of integrated philosophy and objectives for the total guidance program and reporting test results.

In the case of the four items where there was a substantial difference in importance scores, the districts without elementary counselors always rated the characteristics higher in importance than did those without. These items related to development of a written philosophy and objectives, research and reviewing guidance materials for sex bias.

Discussion

A large amount of the data collected during Phase II has tended to support parts of Phase I, particularly in relation to functions that counselors see as strengths and weaknesses. Such areas as group

processes and communication with teachers, parents, agencies and other significant adults remained weak areas. Some of the reasons as perceived by the counselors for these weaknesses also became evident. Usually these reasons centered upon too few counselors or inadequate facilities.

From the differences illustrated by Tables 46 and 47 it would not appear that these weaknesses become particularly greater or lesser regardless of whether guidance services are offered at all levels or only in the secondary schools. The major difference in both quality and importance in that situation appears to center upon the development of a written program of guidance services complete with a philosophy and objectives. This particular matter of whether districts possess a written guidance program that provides continuity across grade levels was felt to be of primary importance by the project advisory board. During the original deliberations on the format for Phase II it had strongly considered making a comparison between a selected sample of districts which possessed such a program and a matched sample that did not. This idea was finally abandoned because of the difficulty in comparing the caliber of written programs even where they did exist and the concern that so few districts had such a program in the first place that it might prove difficult to draw such samples.

The fact that importance scores were almost invariably higher than quality scores would seem to imply that counselors do feel that there is room for improvement. As mentioned previously, however, the answers posed by the counselors would appear to center around hiring more staff.

As was mentioned in Chapter II, this alternative would not appear particularly realistic in view of school financial problems.

The fact that characteristics dealing with pupil records policy were ranked so high in both quality and importance would seem to indicate that concentrated efforts to in-service counselors do have an effect. Although we do not have comparable data from before the emphasis upon pupil records began to validate such a conclusion it should be possible in several years to replicate that part of the study and see if the scores decline after the topic has become less strongly emphasized.

As we enter upon the third and final phase of the study we will examine many of these same items from the view of the publics with whom the counselor deals most commonly: students, parents and teachers.

Chapter IV

PHASE III

Phase III, the final part of the study, was designed to obtain information from students, parents and teachers in a selected sample of school districts from among those who had responded to Phase II. Personal contact was made with the director of guidance in each district and their help was solicited to select the sample and distribute the questionnaires and return them when completed. The research coordinator arranged to visit each district after they had given their tentative agreement to participate in the research. At that time he explained the purpose of the research and the procedure that was to be used for selecting a sample of parents, students and staff to complete the survey instruments. As in every phase of the study postage was provided so that the respondents were under no obligation for their participation.

Preparation of the Questionnaires:

Phase III was in many ways the most complex of the portions of this survey, not only were districts being asked to make considerably more effort to supply the data than in either of the other phases but instead on constructing one questionnaire it was necessary to develop several and along with that a correspondingly large amount of analysis could be expected.

Before construction of the questionnaires could begin it was necessary to decide how many different groups were to be surveyed. The advisory committee met to review the proposal developed by the research coordinator and finally settled on separate questionnaires

for students in grades 6, 9 and 12, one for parents and a single questionnaire for teachers and administrators. This provided six basic subgroups for analysis, in addition teachers and administrators were asked to indicate whether they were employed at the elementary, middle/junior high or senior high level. This provided the possibility for further breakdown among the data.

The actual development of the instruments was not proportional in difficulty to the Phase II questionnaire. Most of the items were drawn from the Phase II instrument and were then reworded to fit the population to which they were directed. Items were selected on the basis of two considerations: (1) that they concern functions about which the population could reasonably be expected to have some knowledge or opinion and (2) that they be generally comparable across populations so that comparisons could be made. It was not always possible to select items that fully met both criteria. For example a twelfth grade student would probably have had considerably more exposure to various guidance services than either a sixth or a ninth grader would. Likewise since a majority of districts do not have elementary guidance the questions for sixth graders would have to be worded in such a way as to allow some response even if an elementary counselor may not have been available to provide the service.

Appendix E contains copies of the five questionnaires that were developed for Phase III.

The sixth grade questionnaire differed the most from the rest. It contained only eight scaled response items and these were based on a three point response - usually, sometimes or seldom. There were also

two open ended questions to be completed.

The other four questionnaires used the same quality and importance, four point scales, that had been used in the Phase II questionnaire for counselors. The ninth and twelfth grade questionnaires were virtually the same except that the twelfth grade instrument contained 43 items and the ninth grade instrument only 29. The parent and staff questionnaires were similar in many ways to the student surveys but dealt more with communication and referral than with the actual counseling process.

Parent questionnaires were accompanied by a stamped, addressed envelope so that they could mail their response directly back to the research coordinator in total anonymity. On each envelope was a code number that identified the district of origin but that was all.

The directors of guidance in the participating districts were requested to collect the staff and student forms and return them in one package to the research coordinator.

Selection of the Sample

It was decided to select a 20% random sample of those districts who had been included in Phase II of the study, to participate in Phase III. This amounted to 21 school districts. In deciding on the size of this sample it was felt that this represented as many districts as the research coordinator might reasonably be expected to visit personally in the time that remained to complete the project before the end of the 1974-75 school term. One district refused to participate when contacted and three more did not complete the task assigned to them, of these four alternate selections were made for two that were

identified early enough so that the final results represent responses from 19 districts.

The districts were requested to select a random sample of 10% of the students in sixth, ninth and twelfth grade to respond to the questionnaires. Each of these students was given a survey form to take home to their parents. Districts were requested to eliminate any student from the sample when a sibling had already been selected, this prevented sending multiple forms to the same parents. Likewise, districts were asked to give a form to 25% of their teachers and to every building principal where a counselor was functioning.

As a final thought questionnaires were mailed to 254 counselor educators at 20 colleges and universities in Pennsylvania. These were the same forms that had been sent to counselors in Phase II. It was hoped to get a different perspective of the quality and importance of the various characteristics of that survey by having this groups responses for comparison with the counselors. Unfortunately, only 35 were ever returned and these were felt to represent to small a response to even consider, therefore, they were discarded.

Questionnaire Returns

As noted above 19 districts complied with the research study's request and actually distributed the survey instruments. Figure 5 describes the percentage of responses received on each type of questionnaire. No special pressure was placed upon anyone to respond and there was no follow-up contact with the populations. The students comprised a captive population and, therefore, a large response was to be expected. Considering the populations being surveyed and that they

had been made aware that the data would be entered anonymously into a statewide aggregate rather than being reported back to the local districts, the advisory committee felt well satisfied with the response.

Figure 5

RESPONSE TO PHASE III SURVEYS

Population	Number Sent Out	Number Returned	Per Cent Returned
Administrators	100	55	55%
Teachers	500	217	43%
Parents	1650	431	26%
12th Grade Students	550	440	80%
9th Grade Students	550	435	79%
6th Grade Students	550	469	85%
Totals	3900	2047	52%

Statistical Design

The statistical design used in analyzing this data is similar to that for Phase II. The percentage of responses to each of the four points on the scales (three points in the case of sixth graders) was tabulated. Mean scores for each item on both quality and importance were calculated. Items were then rank ordered according to both quality and importance. The responses to the open-ended questions that appeared on the student instruments were categorized according to similarities and tallied, this was done by hand.

In this phase as well as the preceding two, all the data with the exception of open-ended responses was keypunched. The decks of cards have been retained by the project director and could at any time be rerun to provide additional analysis which would be desirable.

Presentation of the Data

The format for the presentation of the data in Phase III will be much like that of Phase II, however, the data will be divided into six sections relating to the six subgroups of respondents: administrators, teachers, parents, 6th grade students, 9th grade students and 12th grade students. In the final section of this chapter, entitled discussion, we will correlate the six populations' responses on certain common items.

Administrators:

Out of 100 building principals included in the survey sample, 55 completed responses were returned. The tabulation of data in this section reflects a combination of elementary, middle/junior high and senior high administrators. No attempt has been made to break down the data further by grade level because of the small number of subjects with whom we are dealing.

Table 48 summarizes the administrators' responses on both quality and importance for the 62 items of their instrument. Just as with the counselors responses to the Phase II items, importance outscored quality on ever, item. The mean quality score was 2.55 and the mean importance score was 3.28. Both of these means were slightly below those of the counselors' Phase II means (.21 and .14 respectively)and showed a somewhat wider spread between quality and importance.

Table 49 indicates the characteristics of the guidance program that were ranked highest and lowest on both quality and importance. As in Phase II items dealing with confidentiality and pupil records were high on the list. Although it was usual to list the highest five

Table 48

ADMINISTRATORS' MEAN RESPONSES TO THE PHASE III QUESTIONNAIRE

Item	Quality	Importance
1	2.58	3.48
3	1.98	3.27
5	1.65	2.85
7	1.74	2.63
9	2.77	3.50
11	3.25	3.38
13	3.02	3.46
15	2.55	3.17
17	1.62	2.62
19	2.54	3.15
21	2.94	3.38
23	2.57	3.06
25	2.47	3.13
27	2.33	2.96
29	2.18	3.13
31	2.83	3.24
33	2.22	3.24
35	2.39	3.20
37	2.79	3.28
39	2.73	3.24
41	3.33	3.54
43	2.56	3.58
45	2.49	3.22
47	3.34	3.79
49	2.57	3.22
51	1.98	2.79
53	3.08	3.42
55	3.02	3.46
57	2.81	3.51
59	2.66	3.40
61	3.11	3.52
63	3.04	3.48
65	2.87	3.49
67	2.82	3.58
69	2.35	3.58
71	2.31	3.33
73	2.26	3.57
75	2.54	3.38
77	1.79	3.05
79	2.78	3.30
81	2.00	3.04
83	1.80	3.10
85	2.44	3.48
87	2.93	3.40
89	2.83	3.37

Table 48 (continued)

Item	Quality	Importance
91	3.11	3.41
93	2.68	3.43
95	2.28	3.34
97	2.74	3.46
99	2.16	2.75
101	2.84	3.09
103	2.85	3.22
105	2.82	3.24
107	2.04	3.07
109	2.04	3.04
111	3.42	3.76
113	2.32	3.17
115	1.92	2.95
117	2.15	3.10
119	2.31	3.22
121	2.36	3.35
123	3.24	3.61

characteristics for quality and importance, in the case of the administrators' ranking by importance there was a three way tie for fourth place among items 43, 67 and 69, therefore, six items were listed for highest importance.

Teachers:

Out of 500 teachers who were sampled, 217 questionnaires were returned. As in the case of the administrators no attempt has been made to separate the data by grade level. All teachers have been combined for the purposes of reporting their responses.

Table 50 indicates the mean scores for the teacher subgroup. Since they are responding to exactly the same items as were the administrators, their scores are directly comparable. The mean scores of 2.20 for quality and 3.29 for importance are the most disparate that we have yet seen. Whereas, in the counselor and administrator data only a few items had means below 2.00 on quality the teachers

Table 49

TOP AND BOTTOM RANKED ITEMS IN QUALITY AND IMPORTANCE ACCORDING TO ADMINISTRATORS

Highest Ranked Items by Quality	Highest Ranked Items by Importance
#111 The confidentiality of all information obtained for guidance purposes is scrupulously maintained.	#47 School policy concerning confidentiality is clearly established and made known to all interested persons.
#47 School policy concerning confidentiality is clearly established and made known to all interested persons.	#111 The confidentiality of all information obtained for guidance purposes is scrupulously maintained.
#41 The frequency and length of counseling sessions is largely determined by the desires and needs of the individual students.	#123 The guidance department plays an integral role in the placement of students in curriculum groupings within the school.
#11 Parents are provided with an opportunity to consult with the counselor at a time convenient to the parent's employment schedule.	#43 Counselor load and counselor duties are organized to allow the counselor adequate time to provide individual counseling.
#123 The guidance department plays an integral role in the placement of students in curriculum groupings within the school.	#67 The objectives of the guidance program are in written form.
	#69 The objectives of the guidance program are understood by the school's professional staff.
Lowest Ranked Items by Quality	**Lowest Ranked Items by Importance**
#17 A planned approach for involving parents in group procedures is provided.	#17 A planned approach for involving parents in group procedures is provided.
#5 A system of communications are organized to provide the total staff with essential information relevant to guidance program activities.	#99 Prior to purchase materials are reviewed for possible sex bias.
#7 The teaching staff contributes to the planning of the guidance program.	#51 Counseling services are available to out-of-school youth.

Table 49 (continued)

Lowest Ranked Items by Quality	Lowest Ranked Items by Importance
#77 Studies are made to determine student success on the job and determinants of such success or lack of success.	#5 A system of written communications are organized to provide the total staff with essential information relevant to guidance program activities.
#83 A continuing appraisal of student success in college, vocational school, armed services, schools and business programs is provided to evaluate and improve the school program.	#115 A record of students seeking full or part-time employment is maintained.

rated 20 items that low. This was by far the most negative response of any of the populations that will be discussed.The teachers were particularly negative about the quality of communication between the counselors and themselves. This was not in the sense of written communications because that item was ranked among the lowest in importance just as it had been by the counselors and the administrators. Rather it referred to making teachers directly aware of what was being done by the counselors. The teachers apparently wanted to be involved in the planning of the guidance program. Again confidentiality of pupil records surfaced as an area where the counselors were doing a good job as is shown in Table 51.

Parents:

Out of 1650 survey instruments sent home to the parents of the students included in the study a total of 431 were returned.

Table 52 indicates the mean responses of the parents to the 22 items on their questionnaire. The last two items on the checklist

Table 50

TEACHERS' MEAN RESPONSES TO THE PHASE III QUESTIONNAIRE

Item	Quality	Importance
1	2.29	3.43
3	1.38	3.20
5	1.36	2.92
7	1.31	3.00
9	2.54	3.74
11	3.23	3.54
13	2.83	3.61
15	2.01	3.40
17	1.34	2.90
19	2.32	3.26
21	2.58	3.40
23	2.28	3.21
25	1.99	3.14
27	1.90	2.93
29	1.90	3.04
31	2.32	3.30
33	1.95	3.18
35	1.97	3.18
37	2.08	3.38
39	2.02	3.20
41	2.89	3.45
43	2.04	3.67
45	2.34	3.27
47	2.87	3.51
49	2.22	3.22
51	1.19	2.73
53	2.60	3.34
55	2.59	3.47
57	2.54	3.53
59	2.28	3.37
61	2.75	3.31
63	2.49	3.39
65	2.51	3.20
67	2.57	3.24
69	2.09	3.49
71	2.09	3.24
73	1.84	3.61
75	2.14	3.30
77	1.68	3.21
79	2.35	3.15
31	1.80	3.19
83	1.61	3.06
85	2.19	3.46
87	2.85	3.41
89	2.63	3.36

Table 50 (continued)

Item	Quality	Importance
91	2.99	3.50
93	2.31	3.38
95	2.20	3.39
97	2.53	3.49
99	1.72	2.73
101	2.37	2.92
103	2.27	2.94
105	2.27	3.17
107	1.81	3.11
109	1.49	3.06
111	3.03	3.55
113	2.18	3.36
115	1.89	3.07
117	1.95	3.19
119	1.91	3.30
121	2.06	3.21
123	2.72	3.49

requested that the parents give an overall rating to the quality of their school's guidance program and that they rate the importance of a guidance program as far as being necessary to their child's total education. Eleven percent of the parents were unable to respond to the first question and must be assumed to have felt that they lacked knowledge about their school's guidance program, a suggestion that is borne out by several comments to that effect written on the surveys. Fourteen per cent felt the guidance program was excellent (4 points), 39 per cent gave it 3 points, 21 per cent gave it 2 points, and 15 per ecnt rated it in-adequate. This came out to an average response of 2.53 in quality. As to the importance of a guidance program to their children, the parents were very positive. Sixty-five per cent rating such a program highly important (4 points), 22 per cent rating it at 3 points, 4 per cent at 2 points, and only one per cent indicating it

Table 51

TOP AND BOTTOM RANKED ITEMS BY QUALITY AND IMPORTANCE ACCORDING TO TEACHERS

Highest Ranked Items by Quality	Highest Ranked Items by Importance
#11 Parents are provided with an opportunity to consult with the counselor at a time convenient to the parent's schedule.	#9 Teachers and counselors work together as a team to meet the needs of the students.
#111 The confidentiality of all information obtained for guidance purposes is scrupulously maintained.	#43 Counselor load and counselor duties are organized to allow the counselor adequate time to provide individual counseling.
#91 Information is provided for the student on local educational and vocational opportunities.	#73 The administration provides the guidance department with adequate personnel and funding.
#41 The frequency and length of counseling sessions is largely determined by the desires and needs of the individual students.	#13 A systematic method of communicating information to parents concerning their children, either oral or written, has been established.
#47 School policy concerning confidentiality is clearly established and made known to all interested persons.	#111 The confidentiality of all information obtained for guidance purposes is scrupulously maintained.
Lowest Ranked Items by Quality	**Lowest Ranked Items by Importance**
#51 Counseling services are available to out-of-school youth.	#51 Counseling services are available to out-of-school youth.
#7 The teaching staff contributes to the planning of the guidance program.	#99 Prior to purchase materials are reviewed for possible sex bias.
#17 A planned approach for involving parents in group procedures is provided.	#17 A planned approach for involving parents in group procedures is provided.
#5 A system of written communications are organized to provide the total staff with information relevant to guidance program activities.	#5 A system of written communications are organized to provide the total staff with information relevant to guidance program activities.

Table 51 (continued)

Lowest Ranked Items by Quality	Lowest Ranked Items by Importance
#3 An organized, on-going program of in-service training is conducted for staff members to familiarize them with the structure and activities of the school's pupil personnel services.	#101 Group processes are used by the guidance staff to disseminate information.

Table 52

PARENTS' MEAN RESPONSES TO THE PHASE III QUESTIONNAIRE

Item	Quality	Importance
1	3.10	3.48
3	2.49	3.56
5	2.04	3.45
7	1.87	2.95
9	2.19	3.18
11	2.32	3.46
13	1.59	2.90
15	2.04	2.78
17	2.65	3.56
19	2.58	3.56
21	2.12	3.40
23	2.04	3.51
25	2.05	3.46
27	2.75	3.70
29	2.21	3.29
31	1.89	3.28
33	2.25	3.40
35	3.10	3.69
37	2.67	3.49
39	2.39	3.38
41	2.00	3.43
43	2.32	3.40

was not important at all. This averages out to a mean rating of 3.64 on importance. Actually averaging the 22 items in Table 52 gives us a

Table 53

TOP AND BOTTOM RANKED ITEMS IN QUALITY AND IMPORTANCE ACCORDING TO PARENTS

Highest Ranked Items by Quality	Highest Ranked Items by Importance
#35 The school counselor provides individual counseling upon reasonable request by students.	#27 The guidance program assists students in making decisions concerning career planning, course selection, post-high school training, etc.
#1 You are able to schedule conferences with counselors and other school personnel at a time convenient to your schedule.	#35 The school counselor provides individual counseling upon reasonable request by students.
#27 The guidance program assists students in making decisions concerning career planning, course selection, post-high school training, etc.	#3 The guidance staff keeps in contact with you when necessary by either phone or note.
#37 The guidance program assists students through the provision of materials, special programs, etc., relative to career planning, educational planning and personal needs.	#17 The school's curriculum tries to make its courses relate as much as possible to the world of work.
#17 The school's curriculum tries to make its courses relate as much as possible to the world of work.	#19 Students are provided with information about local educational and job opportunities.
Lowest Ranked Items by Quality	**Lowest Ranked Items by Importance**
#13 Your school's guidance department has a program of effective public relations within the community.	#15 Group processes are used to counsel students when applicable.
#7 The school uses appropriate community services to supplement guidance services offered by the school.	#13 Your school's guidance department has a program of effective public relations within the community.

Table 53 (continued)

Lowest Ranked Items by Quality	Lowest Ranked Items by Importance
#31 The guidance program offers ideas which help parents to better understand and cope with student behavior.	#7 The school uses appropriate community services to supplement guidance services offered by the school.
#41 The school has provided you with an opportunity to discuss the post-school educational and vocational plans of your child.	#9 Guidance services are available to you as a parent.

mean quality score of 2.30 and a mean importance score of 3.38.

Table 53 summarizes the parents' highest and lowest ranked items on both quality and importance. Only four items appear in each low category rather than the customary five because the parents' responses engendered a three way tie on the fifth item under quality and with only 22 items this would have left very few not listed on the chart and might have provided a false picture of what we mean by the lowest ranked items. The parents showed a great deal of congruence between quality and importance with three items appearing on both lists under the high category and two items appearing on both lists within the low category. Interestingly enough the counselors appear to be providing the parents with adequate opportunities to discuss their children's problems but dio not seem to be offering the parents the type of help they desired.

Table 54 identifies parent responses to two open-ended questions. The first asked for their views on the major strengths of the guidance program and the second solicited constructive recommendations for the improvement of the program. Responses were categorized as well as

Table 54

STRENGTHS OF AND RECOMMENDATIONS FOR IMPROVEMENT OF GUIDANCE SERVICES

STRENGTHS	NUMBER OF RESPONSES
1. Counselor Competency	36
2. Counselor Accessability	23
3. Counseling the College-Bound	22
4. Career Information	22
5. Meets Individual Student Needs	21
6. Course Selection	15
7. Parent Communications	13
8. Teacher Involvement	8
9. Explaining Decision-Making Skills	7
10. Elementary Guidance Program	4
11. Pupil Assessment	3
12. Physical Facilities	1

RECOMMENDATIONS	
1. Parent Communication	86
2. Larger Staff	34
3. Career Counseling	25
4. More Individual Counseling	20
5. Counselor Competency	18
6. More Attention to Non-Coliege Bound	17
7. More Elementary Guidance	10
8. Better Public Relations	10
9. Aid in Course Selection	9
10. Involve Teachers More in Counseling	7
11. Help Students Obtain Financial Aid	5
12. Additional Clerical Help	4
13. Do Follow-Up Studies on Students	3
14. Less Administrative Duties for Counselors	3
15. More Group Counseling	2
16. Better Orientation	1

possible according to their similarities. It should be noted that there was a great deal of similarity between the two lists. For example counselor competency was characterized by 36 parents as a major strength of their district's guidance program and by 18 as an area in need of improvement. Likewise, 21 parents praised the guidance program for the individual programming it provided for

students and 20 saw a need for more such individual attention. As might be expected there is an obvious difference between the guidance services of school districts and a considerable similarity among the characteristics considered important and desirable by parents.

Sixth Grade Students

Responses were obtained from 469 sixth grade students in the 19 participating school districts. This represented 85% of the sample of 550 students surveyed.

The first item asked whether students and teachers trust and respect each other. The responses were 48.8% usually, 44.7% sometimes and 6.3% seldom. This would appear to be a generally positive response.

The next item asked whether students have a chance to express their feelings and desires. The response was considerably less positive than in the previous item with 28.5% usually, 45.6% sometimes and 25.6% seldom.

Item three asked if someone tries to help the students meet their needs. 51% responded usually, 36.9% sometimes and 11.2% seldom.

The next item asked whether teachers show an understanding of the reasons why students may not be doing well in class. The responses were 49% usually, 38% sometimes and 12.6% seldom.

One of the most negative responses was evoked by item five which asked whether the students enjoy attending school. Only 14.8% responded usually, 47.2 % sometimes and 37.8% seldom.

To the question of whether students pick on another kid who is different 41.3% responded usually, 39.8% sometimes and only 18.7% seldom. This would seem to indicate a need for improved peer relations.

To the question whether students are given a chance to make decisions for themselves 25.8% answered usually, 45.2% sometimes and 28.8% seldom.

The last item was seen in the most negative sense by the students. When asked whether students have a chance to get together and discuss problems that are bothering them 16.4% responded usually, 33.5% sometimes and 49.9% seldom.

None of the items related specifically to elementary counselors since a minority of school districts employ such staff. The items were chosen so that they would reflect attitudes and behavior patterns commonly dealt with by counselors.

The final two items required open-ended responses. The first asked the students to indicate what they would change about school, if they had the power to change one thing. The responses are tallied in Table 55.

Table 55

ASPECTS OF SCHOOL ELEMENTARY CHILDREN WOULD LIKE CHANGED

CHANGE	RESPONSES
1. Shorten School Time	78
2. More Discipline	38
3. More Interesting Subjects	30
4. Change Methods of Discipline	13
5. Opportunity to Express Opinions	12
6. Allow Chewing Gum	12
7. Equal Time for All Students	11
8. School Rules	10
9. More Activities and Intramurals	8
10. Longer Recess	7
11. Eliminate Dress Code	6
12. More Physical Education	6
13. Eliminate the Non-Graded System	3

Table 56 catalogs the sixth graders' answers to the question of how school could be more helpful to them.

Table 56

WAYS SCHOOL COULD BE MORE HELPFUL

IMPROVEMENTS	RESPONSES
1. Better Facilities and Materials	48
2. Individual Help from Teachers	28
3. Less Homework	25
4. Better Lunches	24
5. Make Subjects More Understandable	23
6. Someone to Talk Over Problems With	17
7. Be Allowed to Work at Own Speed	17
8. Study Halls	14
9. Value Sharing	12
10. Longer Lunch Period	11
11. Choice of Subjects	9
12. Less Noise in Class	6
13. More Field Trips	3
14. Be Allowed to Make More Decisions	3
15. Change from Open to Traditional Classroom	2
16. Quiet Area for Study	2

Ninth Grade Students

Four Hundred and thirty-five ninth grade students, representing 79% of the sample, responded to their questionnaire. Table 57 summarizes the students' responses to the 13 items related to the quality and importance of their guidance services. When asked to rate the overall quality of their guidance program the ninth graders provided a mean score of 3.04 on the four point scale. This compares favorably with the average mean score of 2.91 for the 13 items in Table 57. When asked to rate the importance of a guidance program as necessary to their total education the students supplied a mean rating of 3.48. The responses to these items were considerably less extreme than those of their parents.

Table 57

NINTH GRADERS MEAN RESPONSES TO THE PHASE III QUESTIONNAIRE

Item	Quality	Importance
1	2.69	3.17
3	2.72	3.45
5	3.16	3.54
7	2.83	3.28
9	2.49	3.23
11	2.91	3.33
13	3.43	3.61
15	3.56	3.67
17	2.62	2.84
19	2.83	3.37
21	3.12	3.47
23	3.31	3.62
25	2.15	3.22

Table 58

TOP AND BOTTOM RANKED ITEMS IN QUALITY AND IMPORTANCE ACCORDING TO NINTH GRADERS

Highest Ranked Items by Quality	Highest Ranked Items by Importance
#15 The services of the guidance department are available to all students in the school.	#15 The services of the guidance department are available to all students in the school.
#13 You have the opportunity for individual counseling with the school counselor when needed.	#23 Your guidance department provides assistance when needed to help students select the correct high school courses to best meet their needs.
#23 Your guidance department provides assistance when needed to help students select the correct high school courses to best meet their needs.	#13 You have the opportunity for individual counseling with the school counselor when needed.
#5 Your school maintains a resource center containing information about careers and career planning.	#5 Your school maintains a resource center containing information about careers and career planning.

Table 58 (continued)

Highest Ranked Items by Quality	Highest Ranked Items by Importance
#21 Your guidance department provides for your use materials on career planning.	#21 Your guidance department provides for your use materials on career planning.
Lowest Ranked Items by Quality	**Lowest Ranked Items by Importance**
#25 Students have a chance to get together and discuss problems that are bothering them.	#17 Your guidance department works with small groups when applicable.
#9 Opportunities exist for you to learn more about your self, your interests, your strengths and weaknesses, your values, etc.	(Only one characteristic has been included in this category since the remaining items were all very close to the top five in mean score.)
#17 Your guidance department works with small groups when applicable.	
#1 The guidance department has an orientation program where they inform you of the different guidance services that are available from the school.	
#3 In planning the guidance program, your school gives consideration to what you consider important, rather than only what teachers and principals feel is important.	

Importance scores were grouped very tightly on the ninth graders responses. With the exception of item 17 which had a mean score of 2.84 all the scores were in the band from 3.67 to 3.17. Accessibility and career counseling seemed to be the strengths the students ascribed to their counselors, while the weakness of the program could be summarized as a lack of responsiveness to individual needs.

Table 59

STRENGTHS OF AND RECOMMENDATIONS FOR IMPROVEMENT OF GUIDANCE SERVICES

STRENGTHS	NUMBER OF RESPONSES
1. Career Planning	71
2. Course Selection	50
3. Counselor's Willingness to Help	49
4. Counselor Accessability/Availability	31
5. Counselor Competency	15
6. Individual Counseling	11
7. Guidance Information Available	7
8. Teachers Are Understanding	3
9. Encourages Decision-Making	2
10. Good Communications with Students	1
11. Orientation to Available Guidance Services	1
12. Service to Non-Academic Students	1
13. Group Guidance	1
RECOMMENDATIONS	
1. More Group Guidance	29
2. Orientation to Available Guidance Services	23
3. Information Regarding Careers	19
4. More Counselors	18
5. Counselor Accessability/Availability	17
6. More Individual Counseling	15
7. Up-Dated Materials	8
8. Counselor Competency	7
9. Help with Teacher-Student Problems	6
10. Career Planning	6
11. Course Selection	6
12. Counselor Should Be More Involved	5
13. Need Counselors of Both Sexes	5
14. More Information on School Program	4
15. Better Pupil Assessment	4
16. Hire Younger Counselors	4
17. Regularly Scheduled Interviews	3
18. Better Test Interpretation	2
19. Less Administrative and Clerical Duties	2

Table 59 lists the ninth graders responses to two open-ended items that asked what the strengths of their school's guidance program were and what recommendations they would make for its improvement.

Twelfth Grade Students

The final group of respondents queried in Phase III of the study was the high school seniors. Four hundred and forty seniors, representing 80% of the sample, returned their questionnaires. Table 59 summarizes their responses to the first twenty items on the form.

Table 60

TWELFTH GRADERS MEAN RESPONSES TO THE PHASE III QUESTIONNAIRE

Item	Quality	Importance
1	2.42	3.35
3	2.61	3.61
5	3.29	3.74
7	3.07	3.64
9	2.10	3.56
11	2.22	3.41
13	2.61	3.39
15	2.08	3.29
17	2.57	3.44
19	2.75	3.31
21	2.75	3.56
23	3.34	3.73
25	3.53	3.79
27	2.53	2.88
29	2.41	3.39
31	3.17	3.67
33	3.40	3.74
35	3.12	3.62
37	2.82	3.63
39	2.65	3.59

When asked to give an overall rating to their schools guidance program the seniors responded with a mean quality score of 2.90. This was reasonably close to the average of the mean quality scores which was 2.77. In rating the importance of a guidance program to their total education the seniors gave it a very high mean of 3.63. Over 93% of the seniors indicated that they had used the guidance

services were provided by their school. This was considerably better than the 83% of ninth graders reporting such usage. Table 61 indicates which items were ranked highest and lowest in quality and importance. As with the ninth graders' responses, there was total agreement between the top five items in each column.

Table 61

TOP AND BOTTOM RANKED ITEMS IN QUALITY AND IMPORTANCE ACCORDING TO TWELFTH GRADERS

Highest Ranked Items by Quality	Highest Ranked Items by Importance
#25 The services of the guidance department are made available to all students in the school.	#25 The services of the guidance department are made available to all students in the school.
#33 Necessary information regarding trade, vocational or college training is available.	#33 Necessary information regarding trade, vocational or college training is available.
#23 You have the opportunity for individual counseling with the school counselor when needed.	#5 Your school maintains a resource center containing information about careers and career planning.
#5 Your school maintains a resource center containing information about careers and career planning.	#23 You have the opportunity for individual counseling with the school counselor when needed.
#31 You have access to the information you want and need concerning the various occupations you have considered.	#31 You have access to the information you want and need concerning the various occupations you have considered.
Lowest Ranked Items by Quality	**Lowest Ranked Items by Importance**
#15 Appropriate techniques are used to prepare you in the methods of applying for and adjusting to a job.	#27 Your guidance department works with students in small groups when applicable.

Table 61 (continued)

Lowest Ranked Items by Quality	Lowest Ranked Items by Importance
#9 Your teachers do all they can to make their classes meaningful to you in relation to your future plans.	(Only one characteristic has been included in this category since the remaining items were all very close to the top five in mean score.)
#11 Opportunities exist for you to learn more about yourself, your interests, your strengths and weaknesses, your values, etc.	
#29 Your guidance program helps students to better cope with school problems and concerns.	
#1 The guidance department has an orientation program where they inform you of the different guidance services that are available from the school.	

Table 62 summarizes the twelfth graders' responses to the same two open-ended items that the parents and ninth graders had already responded to, "What are the major strengths of your school's guidance program", and, "What recommendations would you make for your school's guidance program?"

The responses were very similar in nature except that there was a greater emphasis upon the need for career planning than was evident in either of the other groups' responses.

Interestingly enough almost exactly the same number of seniors praised their counselors for providing career information as did for higher education information. Perhaps this indicates a change in the attitude that counselors are only interested in the needs of the

college bound and do nothing for the job oriented.

Table 62

STRENGTHS OF AND RECOMMENDATIONS FOR IMPROVEMENT OF GUIDANCE SERVICES

STRENGTHS	NUMBER OF RESPONSES
1. Career Materials and Information	51
2. Higher Education Materials and Information	49
3. Counselor Willingness to Help	39
4. Counselor Competency	32
5. Counselor Accessability	24
6. Post-High School Planning	13
7. Individual Counseling	9
8. Course Selection Aid	6
9. Pupil Assessment	3
RECOMMENDATIONS	
1. Additional Counselors	29
2. More Services for Non-College Bound	20
3. More Information on Job Opportunities	19
4. Orientation to Available Guidance Services	18
5. Aid in Course Selections	14
6. Counselor Accessability	13
7. Post-High School Planning	13
8. Up-Dated Guidance Materials	12
9. More Individual Counseling	12
10. Equal Time for All Students	11
11. More Materials on Post-High School Planning	10
12. Give Students More Voice in Course Selection	9
13. Get Involved More	6
14. More Financial Aid Assistance	4
15. Help in Scheduling Necessary Courses	4
16. Counselor Competency	4
17. Less Administrative and Clerical Duties	2

Discussion

The meat of the entire study has been presented in the tables of this chapter. We find ample agreement among the six subgroups as to the strengths and weaknesses of the guidance programs across the state. We also find there exist great difference between guidance

programs which should come as no surprise to anyone familiar with education in the Commonwealth. That these differences exist is evident from the four tables of strengths and recommendations where the same characteristics exist on both lists.

While the evidence is not as clearcut as might be desired it would appear that counselors are generally given more credit for their work in educational and vocational planning than in the personal-social counseling area.

In looking at the quality and importance scores for the five subgroups: administrators, teachers, parents, ninth graders and twelfth graders, we find substantial differences in the mean scores obtained. The sixth graders responses are not being taken into account because their questionnaire took a different format from that of the other five. Even with the five subgroups one must exercise caution in drawing too close an analogy since their questionnaires contained different numbers of items and similar items with slightly different wordings. However, despite these limitations there are certain conclusions that it would seem reasonable to draw.

Foremost, is that in every instance the importance scores were substntially higher than the quality scores. This difference ranged from .46 for ninth graders to 1.09 for teachers. There was strong consistency among the groups on their importance rating with a range only from 3.28 to 3.42. However, in the case of quality there was a most interesting dichotomy with the adults rating the quality of the guidance services considerably lower than did the students. The mean quality rating by teachers was 2.20, by administrators 2.55, and

by parents 2.30. On the other hand ninth graders gave a mean quality rating of 2.91 and twelfth graders 2.77. This divergence is of interest when one considers whether it is indeed possible to please all of one's publics equally. It would appear that in providing services seen positively by students one may displease the adults with which one must also work to be effective. A need for prioritizing is evident if that is to be the case.

In trying to draw comparisons between the counselors perceptions of the services they offer and those of their publics, the easiest comparison can be made between counselors, teachers and administrators. The items were virtually the same in every instance with only minor differences in wording to make them more appropriate for one or the other group. On 39 of the 62 items the counselors gave themselves a higher rating than administrators and teachers, however, on 23 items the administrators ratings were higher. Teacher ratings were the lowest of the three groups on all except four items where they fell second.

The items on which administrators generally rated counselors higher than did the counselors themselves can be categorized into a few simple types. First, are those things that might be said to reflect on the administrations attitude toward guidance such as adequate budget, quantity of materials, and physical facilities. Second are items relating to curriculum such as the introduction of career materials in class. Third, are those items relating to teacher involvement in the guidance program or parent relations.

Of the nine items on the parent questionnaire that are directly

related to items on the counselors questionnaire, the parents ranked the quality of the guidance program considerably lower than did the counselors. The two areas where the parents gave the guidance program more credit than the counselors felt was due were in the area of providing individual counseling for students (parents 3.10, counselors 2.44) and having a good career development program (parents 2.67, counselors 2.00). On the remaining items the parents were just slightly below the counselors in quality scores except for two items - the reporting of test results in an understandable manner (counselors 3.36, parents 2.32) and utilizing community resource agencies (counselors 2.85, parents 1.87).

In the case of students eight items were identified that were of sufficient similarity in wording to compare. In three cases the students gave the higher rating and in five the counselors did. The most substantial differences exist in the areas of test interpretation (counselors 3.36, students 2.75) and provision of services to out-of-school youth (counselors 2.97, students 2.57).

As we have seen the quality of the guidance program has generally been viewed in the most positive light by counselors, then by students, and finally by adults. Very substantial differences were found to exist in only a few areas for each comparison. As to the importance of the various guidance functions there were very few instances where any function was seen as unimportant. Scanning the importance ratings one is struck by the fact that items relating to group guidance and counseling were almost unanimously seen as least important among the tasks of a guidance department. This is mildly

surprising in view of the considerable effort that has been put forth by government agencies, professional organizations, and counselor education institutions to introduce group techn'ques into the counselors repetoire. The American Personnel and Guidance Association has even established a separate division for counselors specializing in group techniques. Now we find that not only do counselors see group work as unimportant, but students, parents, teachers and administrators agree and seem to place much more importance upon individual counseling and consultation with significant others.

If one area could be identified from this mass of data as being most in need of attention it would seem to be the area of communications. This stands out whether one is talking about orientation to the guidance program for teachers, newsletters to be sent home, or involvement of students in planning guidance activities.

In the final chapter of this report we will consider some ways to apply the results of this study.

Chapter V

APPLICATION OF THE RESULTS

The most important part of any research study is not the collection and analysis of the data but what is to be done with it once it has all been compiled. Many excellent studies which meet all acceptable standards for empiric research have been filed away and never heard from again. Tremendous amounts of money have been poured into such forgotten volumes. Rather than to let this study be read and laid aside it was felt that some concrete suggestions for the implementation of improvements in guidance services should be set forth and disseminated to interested parties.

Dissemination

Before any individual or organization can be expected to make use of research data they must obviously be made aware of it. In order to disseminate the results as broadly as possible both in Pennsylvania and across the country presentations were prepared for five professional conferences during the period 1974-76. In October of 1974 an initial presentation was made at the Pennsylvania Personnel and Guidance Association Conference in Pittsburgh. The purpose and format of the study was explained and a foundation laid which the staff hoped would increase counselor willingness to participate in the study once it was underway.

In March of 1975 the results of Phases I & II of the study were presented at the Pennsylvania School Counselors Association Conference in Hershey. Printed handouts summarizing the results were made available and a slide series which had been developed for the

occasion was shown. A similar presentation was given at the American Personnel and Guidance Association Convention in New York during March of that same year. This presentation involved a standing room only crowd and was very highly rated by the participants in their written evaluations prepared at the end of the program.

In March and April of 1976 presentations were once more made at the Pennsylvania School Counselors Association and American Personnel and Guidance Association Conventions which were held in Hershey and Chicago respectively. This time the data from Phase III was introduced.

Copies of this report have been distributed to such centralized resources as ERIC and RISE which should put them in reach of most educators. Likewise, hundreds of copies have been distributed to school districts, intermediate units and state government agencies. All major professional counseling groups both national and state have received copies.

A number of presentations have already been scheduled by local and regional education associations to acquaint their members with the results of the study. A display concerning the results of the project was erected at the Pennsylvania Department of Education's First Annual Education Fair at Hershey in the Spring of 1975.

Available Reports

In addition to this comprehensive report of the project results computer printouts of the results for each intermediate unit are available upon request by appropriate officials from the project director. These reports lack any narrative but could be effectively

used in conjunction with this report and the sample survey forms in the appendices.

The computer cards used for the analysis of the data are also available and could be used to generate extra data desired by the user.

Extra samples of the questionnaires used for the study are also available upon request or an interested researcher may copy the forms contained in the appendices of this report and use them as they wish.

Use by Local Districts

Using the results reported in this study as a standard a local district could replicate the study with a sample of their own staff, students and parents to determine how they compare. If the staff agrees that they have some of the same weaknesses expressed in the statewide study they may then want to use this data for planning an improved program of guidance services.

Rather than going to the effort of a full scale study a local district could use this report as a study guide with a taskforce representing the various components of the publics. After selecting areas in which they agree their district matches, exceeds or falls below the state norms they could then set priorities for attacking problem areas.

Professional Organizations

The results of this study may be of particular concern for the professional counseling organizations of the state and country. The responses of parents, teachers and students point to the fact that

their is a definite lack of understanding of the role of the counselor even by teachers and administrators. Parents and students are asking for this information and it may be that professional organizations can provide their members with the tools for more effective communication.

Likewise, where the role of the counselor appears to be misunderstood or where the image of guidance is negative such groups may want to undertake public relations efforts to improve the situation.

Since guidance services are not mandated or financially supported in Pennsylvania the results of this study can serve to convince legislators of the need for increased guidance services. Many of the weaknesses seen in guidance programs such as time for more individual counseling, greater accessability, or added programs in career development may depend upon more staff to provide them. This need seems to be particularly great at the elementary level and as the results of this study show districts with elementary counselors received more positive ratings than did those without.

Professional organizations will certainly be interested in the Phase I information on salaries, certification and training. This may help them plan for negotiations and deal with proposals for changes in certification.

The Phase II responses of counselors as to their strengths and weaknesses provides many clues for the establishment of in-service training programs in those areas where counselors feel least competent.

Government Agencies

Here again, the information from this report could be of help to state departments of education in setting priorities for the

allocation of staff and resources. Those areas where the counselors feel competent and where their publics agree they are doing a good job can be ignored for the time being while the limited resources presently available to most government agencies can more effectively be applied where the greatest need exists. Such weaknesses as test interpretation, career decision-making skills, and research techniques could be dealt with in workshops and publications that could then be made available to counselors at virtually no cost.

In the development of standards and regulations governing the administration of guidance services in schools the information from Phase II may give state boards of education and legislatures a more complete picture of the state of counseling in Pennsylvania.

When funding projects this data can help to establish priorities for such funding.

These represent only a few of the uses to which the information from the study of guidance services in Pennsylvania could be put. Undoubtedly every reader will see other uses and meanings behind the figures and tables of this report. Perhaps it can at the very least stimulate introspection on the part of every counselor that reads it and that might not be a bad result at all.

APPENDICES

November 1, 1974

Dear Directors of Guidance:

Enclosed you will find various materials related to the Title III Project: Guidance in Pennsylvania: Status and Needs. The West Shore School District, in conjunction with P.P.G.A., P.S.C.A., P.S.E.A., and the State Department of Education is currently conducting a Title III Project of widespread interest. We are attempting to get a grasp on the current overall status of guidance in Pennsylvania. The enclosed pamphlet attempts to describe the objectives and background of the project.

We now are involved in Phase I of the data collection. Phase I is an attempt to obtain a brief biographical sketch of every school counselor currently working in Pennsylvania. We need your help in order to reach each and every counselor. In this packet of materials you should find enough School Counselor Profile Questionnaires for each counselor in your district. Many of the state's professional guidance groups as well as the Pennsylvania Department of Education have given input into this project. It was the feeling of the project advisory board that the individual responses not be identified by name or school, but at the same time expressed a desire for the construction of a current state-wide guidance personal directory. We have sent along identification cards to be completed by the counselor to obtain the data for that directory. After the questionnaires and directory cards are completed, please collect and return them in the enclosed envelope by November 15, 1974.

As the prject overview indicates, there are two phases of data collection to follow. Since Phase II is a random sampling. some of your staff may again be called upon for information. Phase III is the most detailed of the three phases, therefore, only a small number of districts will be asked to participate. The emphasis of this phase is on program evaluation. If you feel that your district might want to participate in this section of the project, please indicate your willingness on the attached form.

We realize that your schedules are very busy, but this project cannot have state-wide significance without state-wide participation. Copies of the project data will be made available to you and also to each interested professional organization. If you desire more information or have any questions or comment concerning any phase of the project, please feel free to contact me.

Educationally yours,

James E. Paxton
Research Coordinator
Title III Project

JEP:rb

Enclosures

NAME_____

SCHOOL DISTRICT_____

MAILING ADDRESS_____

_____

I might be interested in having my school district participate in Phase III of the Guidance in Pennsylvania: Status and Needs Project.

I understand that more detailed information will follow at a later date.

(Please return this form with your other project materials.)

GUIDANCE IN PENNSYLVANIA: STATUS AND NEEDS

SCHOOL COUNSELOR PROFILE QUESTIONNAIRE

Please complete only the parts of the survey that you feel are applicable to your situation. Names are not required on this form.

1) Age: _____

2) Sex: _____(1) Female
_____(2) Male

3) Race:
_____(1) American Indian
_____(2) Asian American
_____(3) Caucasian
_____(4) Negroid
_____(5) Spanish Surname

4) Institution at which you received your graduate guidance education:

_____

5) Highest Degree:
_____(1) Bachelor
_____(2) Masters
_____(3) Doctorate

6) Area of graduate specialization:
_____(1) Guidance
_____(2) Social Work
_____(3) Psych[illegible]
_____(4) Others (List)
_____

7) Do you have guidance certification:
_____(1) Yes _____(2) No

8) Is your guidance certification permanent or provisional:
_____(1) Permanent
_____(2) Provisional

9) Please indicate the type certification you hold:
_____(1) Elementary
_____(2) Secondary
_____(3) Comprehensive
_____(4) Supervisory

10) Year certification was issued:
_____

11) Have you had supervised practicum as part of your guidance education:
_____(1) Yes _____(2) No

12) Number of years since last graduate guidance course:
_____

13) Number of years classroom teaching experience:
_____

14) Number of years experience as a school counselor:
_____

15) Total number of pupils in district which you work:
_____

16) School setting in which you perform your duties:
_____(1) Elementary
_____(2) Middle or Jr. High
_____(3) Sr. High
_____(4) Vo-Tech School
_____(5) Combination

17) What percentage of your time is presently being devoted to guidance functions: (Example - if you teach half day you would indicate 50% for guidance)
_____(1) 25% _____(3) 75%
_____(2) 50% _____(4) 100%

18) Number of students you are responsible for:
_____(1) 0-300
_____(2) 301-400
_____(3) 401-500
_____(4) 501-600
_____(5) 601 & up

19) Check the situation that best applies:
_____(1) I am responsible for a new group of students each year.
_____(2) I am responsible to the same group of students for two consecutive years.
_____(3) For three consecutive years.
_____(4) Four consecutive years or more.

20) Make-up of the students you are responsible for:
_____(1) Female
_____(2) Male
_____(3) Male and Female

21) Contract period - round off to the month that comes closest to matching your contract days:
_____(1) 9 months
_____(2) 10 months
_____(3) 11 months
_____(4) 12 months

22) Your present salary:
_____(1) $ 8,000 or less
_____(2) $ 8,001 - 10,000
_____(3) $10,001 - 12,000
_____(4) $12,001 - 14,000
_____(5) $14,001 - 16,000
_____(6) $16,001 - 18,000
_____(7) $18,001 - 20,000
_____(8) $20,001 - 22,000
_____(9) $22,000 - up

23) How is your position funded:
_____(1) Local School District
_____(2) Title I Funds
_____(3) Title III Funds
_____(4) Act 194 Funds
_____(5) Part B Voc. Ed.

24) Title of your immediate supervisor:
_____(1) Director of Pupil Ser.
_____(2) Director of Guidance
_____(3) Principal
_____(4) Superintendent or Assistant
_____(5) Others (Please List)
_____

25) Do you belong to your local professional guidance association:
_____(1) Yes _____(2) No

26) Hold memberships in which professional associations:
_____(1) P.A.C.A.C.
_____(2) P.P.G.A.
_____(3) P.S.C.A.
_____(4) A.P.G.A.

27) _____(1) A.S.C.A.
_____(2) N.V.G.A.
_____(3) Others (Please List)
_____

28) In which language or dialect other than English can you communicate:
_____

The following is a list of items that might enable you to do a better job. Use the following scale to indicate what priority you feel each item carries:
(1) Highest Priority
(2) High Priority
(3) Low Priority
(4) Lowest Priority

29) _____Additional clerical or other paraprofessional help

30) _____Additional professional personnel in your speciality

31) _____Additional professional personnel in other specialties

32) _____Availability of outside consultant

33) _____Smaller case load

34) _____Additional inservice training or other professional growth

35) _____Additional non-school resources

Classify your strengths and weaknesses in the conduct of the following guidance tasks. Use the following scale:
(1) Very Strong
(2) Strong
(3) Weak
(4) Very Weak

36) _____Academic counseling

37) _____Educational-vocational counseling

38) _____Interpersonal counseling (concerning client's relationships with others)

39) _____Intrapersonal counseling (concerning problems with self)

40) _____Group Processes (group counseling and information dissemination via large group meetings)

41) _____Pupil Assessment (organization of testing program, test interpretation, etc.)

42) _____Parental involvement (systematic maintainment of a two-way communication system)

43) _____Teacher Consultation (effectively involving the teacher in the guidance process)

44) _____Co-ordination of appropriate and available community resources.

Please return your completed form to your local Director of Guidance.

Thank you for your time and effort.

West Shore School District
1000 Hummel Avenue
Lemoyne, Pennsylvania 17043

West Shore School District

33 NORTH EIGHTH STREET LEMOYNE, PENNSYLVANIA 17043

Department of Special Services

January 17, 1975

Dear Directors of Guidance:

In the fall each school district in the state received an overview describing the Title III Project "Guidance in Pennsylvania: Status and Needs." The project was described as a three-phase survey to establish accurate baseline information on the status of counselors and guidance programs in the state of Pennsylvania. The project advisory board is confident that this self-inspection of our own profession will lead to further strengthening of our position in Pennsylvania education.

Phase I, The School Counselor Profile Questionnaire, has been completed and the results are being tabulated. The results of Phase I will represent responses from nearly 90% of the school counselors in Pennsylvania. Your school district has been selected in a 20% stratified random sampling of the state's school districts to participate in Phase II. This phase of the study deals with guidance program characteristics. We are trying to find what characteristics exist in Pennsylvania's school guidance programs. We are also concerned with the quality of each particular program characteristic in your district and the importance you place on each characteristic as necessary for an effective guidance program.

On the questionnaire we have listed characteristics of guidance that we feel are common to most school programs. We would like you and your staff to complete the questionnaire. Please note that there are two sets of responses for each characteristic; one column for quality, and one for importance. Since the questionnaire is to reflect your total guidance program and the consensus opinion of your complete staff, we suggest using a staff meeting or similar approach to gain the opinion of your counselors. Remember that we want this one questionnaire to accurately reflect your total guidance program and the opinions of your staff. We realize that because of the nature of certain characteristics they will not exist at all grade levels. In such cases advise your staff to evaluate that item according to its appropriate level. For example, in working with an item such as the following: "Appropriate techniques are used to prepare students in the methods of applying for and adjusting to a job." Obviously little, if any, attention would be given such an item at the elementary or middle school level. You would have to rate this item in terms of its appropriate level, the senior high.

Therefore, you could still rank this item excellent and also highly important even though it exists at only one level of your program. On the other hand, if an item should exist on all levels and does not exist, your staff should react accordingly. You can only judge the quality of a characteristic if it exists in your program, but you can give an opinion to the importance of such a characteristic even though that characteristic may not be common to your program.

If we have omitted any characteristic to which you would like to react, please add it to the end of the questionnaire. We have enclosed an extra copy for your files. Please return only one copy from your school district in the enclosed envelope. We would like the questionnaire to be completed and returned to this office by February 14, 1975. Because of computer scheduling, questionnaires received after February 14 cannot be included in this study. Your school district will not be identified by name in the reported data. Copies of such data will be available to you and also to all other interested parties.

If you desire additional information or have any question or comments, please feel free to contact me. We would like to thank you for all your time and cooperation.

Educationally yours,

James E. Paxton
Research Coordinator
Title III Project

JEP:rb

GUIDANCE IN PENNSYLVANIA: STATUS AND NEEDS

PROGRAM CHARACTERISTICS QUESTIONNAIRE

Please circle the number in each of the columns which most nearly reflects your opinion. The first column established the quality of the characteristic as it exists in your own guidance program.

The second column establiished the amount of importance you place on that characteristic as necessary for an effective counseling program, even though the characteristic may not exist in your program.

The questionnaire is open-ended so that you may include program characteristics common to your program or just those that you feel are of high importance.

Please complete all items. Names are not required on this form. Please answer the following questions:

1. _____(1) Public School

_____(2) Non-Public School

_____(3) A.V.T.S.

2. Your Intermediate Unit Number is _____.

3. Please indicate the number and level of the counselors responding to the questionnaire.

_____(1) Elementary

_____(2) Middle or Junior High

_____(3) Senior High

REMEMBER: WE ARE PRIMARILY CONCERNED WITH HOW YOU FEEL ABOUT THE CHARACTERISTICS.

CHARACTERISTICS	QUALITY					IMPORTANCE			
	EXCELLENT			IN-ADEQUATE	NON-EXISTENT	HIGHLY IMPORTANT			NOT IMPORTANT AT ALL
EXAMPLE Schedule and keep appointments	4	(3)	2	1	0	4	(3)	2	1
4. Attempt is made to identify and utilize the skills and abilities of the total educational staff to insure consideration of all aspects of the pupil's development.	4	3	2	1	0	4	3	2	1
6. An organized on-going program of inservice training is conducted for staff members to familiarize them with the structure and activities of the school's pupil personnel services.	4	3	2	1	0	4	3	2	1
8. A system of written communications, e.g., guidance newsletters, monthly reports or bulletins are organized to provide the total staff with essential information relevant to guidance program activities.	4	3	2	1	0	4	3	2	1
10. The teaching staff contributes to the planning of the guidance program.	4	3	2	1	0	4	3	2	1
12. Teachers and counseling staff work together as a team to meet the needs of the students.	4	3	2	1	0	4	3	2	1

CHARACTERISTICS	QUALITY					IMPORTANCE			
	EXCELLENT			IN-ADEQUATE	NON-EXISTENT	HIGHLY IMPORTANT			NOT IMPORTANT AT ALL
14. Parents are provided with an opportunity to consult with the counselor at a time convenient to the parent's employment schedule.	4	3	2	1	0	4	3	2	1
16. A systematic method of communicating information to parents concerning their children, either oral or written, has been established.	4	3	2	1	0	4	3	2	1
18. A planned approach to provide parents with practical, understandable information concerning child development and potential problems faced by the students has been developed.	4	3	2	1	0	4	3	2	1
20. A planned approach for involving parents in group procedures (processes) is provided.	4	3	2	1	0	4	3	2	1
22. Orientation activities are planned by both the sending and receiving school to best meet the students' concerns relative to the transition.	4	3	2	1	0	4	3	2	1
24. Counselors provide individual orientation interviews for new entrants.	4	3	2	1	0	4	3	2	1

CHARACTERISTICS	QUALITY					IMPORTANCE			
	EXCELLENT			IN-ADEQUATE	NON-EXISTENT	HIGHLY IMPORTANT			NOT IMPORTANT AT ALL
26. Counselors provide terminal interviews for all students contemplating school withdrawal or transfer.	4	3	2	1	0	4	3	2	1
28. Guidance orientation programs are provided for students, parents, and professional staff by the guidance department.	4	3	2	1	0	4	3	2	1
30. A continuous orientation process concerning guidance service is carried on throughout the school year.	4	3	2	1	0	4	3	2	1
32. The orientation program is planned in terms of the problems pupils consider important rather than in terms of only what teachers and administrators feel are important.	4	3	2	1	0	4	3	2	1
34. An up-to-date directory of community agencies and referral sources is available for use by members of the pupil services staff.	4	3	2	1	0	4	3	2	1
36. The scope of the services offered by the community agencies are clearly defined so as to prevent misinterpretation of function and overlapping of responsibilities.	4	3	2	1	0	4	3	2	1

CHARACTERISTICS	QUALITY					IMPORTANCE			
	EXCELLENT			IN-ADEQUATE	NON-EXISTENT	HIGHLY IMPORTANT			NOT IMPORTANT AT ALL
38. An individual is responsible for liaison between the agency and the school and a proper and consistent method of referral has been developed.	4	3	2	1	0	4	3	2	1
40. Information derived from referral sources in support of pupil needs is collected, reviewed and properly disseminated to appropriate school personnel.	4	3	2	1	0	4	3	2	1
42. Appropriate community services are utilized to supplement guidance activities of the school.	4	3	2	1	0	4	3	2	1
44. The frequency and length of counseling sessions is largely determined by the desires and the needs of the individual students.	4	3	2	1	0	4	3	2	1
46. Counselor load and counselor duties are organized to allow the counselor adequate time to provide individual counseling.	4	3	2	1	0	4	3	2	1
48. Opportunities are provided for all students to exercise decision-making skills at various levels of difficulty.	4	3	2	1	0	4	3	2	1

CHARACTERISTICS	QUALITY					IMPORTANCE			
	EXCELLENT			IN-ADEQUATE	NON-EXISTENT	HIGHLY IMPORTANT			NOT IMPORTANT AT ALL
50. School policy concerning confidentiality is clearly established and made known to all interested persons.	4	3	2	1	0	4	3	2	1
52. Counseling services are available to parents.	4	3	2	1	0	4	3	2	1
54. Counseling services are available to out-of-school youth.	4	3	2	1	0	4	3	2	1
56. Planned opportunities are provided for interpreting test results to those persons receiving them.	4	3	2	1	0	4	3	2	1
58. Test results are reported to the student and parents in an understandable form.	4	3	2	1	0	4	3	2	1
60. Provision is made to assist students with individual assessments of their abilities and interests, personal adjustments, individual perceptions, and values in order for them to make more effective personal decisions.	4	3	2	1	0	4	3	2	1
62. Staff and students are made aware of the objectives of the testing program prior to its implementation.	4	3	2	1	0	4	3	2	1

CHARACTERISTICS	QUALITY					IMPORTANCE			
	EXCELLENT			IN-ADEQUATE	NON-EXISTENT	HIGHLY IMPORTANT			NOT IMPORTANT AT ALL
64. Only tests given for a specific reason or purpose are included in the standardized testing program.	4	3	2	1	0	4	3	2	1
66. Guidance department advises the administration regarding assessment programs in the best interest of the district.	4	3	2	1	0	4	3	2	1
68. Philosophy of your guidance program is in written form.	4	3	2	1	0	4	3	2	1
70. The objectives of the guidance program are in written form.	4	3	2	1	0	4	3	2	1
72. The objectives of the guidance program are understood by the school's professional staff.	4	3	2	1	0	4	3	2	1
74. Evaluations of the degree to which the guidance program approaches its objectives are regularly undertaken by guidance personnel.	4	3	2	1	0	4	3	2	1
76. The administration provides the guidance department with adequate personnel and funding.	4	3	2	1	0	4	3	2	1

CHARACTERISTICS	QUALITY					IMPORTANCE			
	EXCELLENT			IN-ADEQUATE	NON-EXISTENT	HIGHLY IMPORTANT			NOT IMPORTANT AT ALL
78. The guidance department actively pursues a program of public relations both within the school and within the community.	4	3	2	1	0	4	3	2	1
80. The guidance department shares the responsibliity, under administrative direction, for the evaluation of those aspects of the educational program which have an effect upon student development.	4	3	2	1	0	4	3	2	1
82. Results of school research are interpreted and presented to staff members with explanations geared to their needs.	4	3	2	1	0	4	3	2	1
84. A continuing appraisal of student success in college, vocational school, armed services, schools and business programs is provided to evaluate and improve the school program.	4	3	2	1	0	4	3	2	1
86. Studies are made to determine student success on the job and determinants of such success or lack of success.	4	3	2	1	0	4	3	2	1
88. Provisions are made for continuously evaluating and improving the effectiveness of the guidance services.	4	3	2	1	0	4	3	2	1

CHARACTERISTICS	QUALITY					IMPORTANCE			
	EXCELLENT			IN-ADEQUATE	NON-EXISTENT	HIGHLY IMPORTANT			NOT IMPORTANT AT ALL
90. An accessible resource center containing current information relevant to career development and planning is maintained.	4	3	2	1	0	4	3	2	1
92. All guidance materials available for use by students are continually assessed for their appropriateness and current applicability.	4	3	2	1	0	4	3	2	1
94. Information is provided for the student on local educational and vocational opportunities.	4	3	2	1	0	4	3	2	1
96. Career exploration and development is an integral part of the curriculum at all grade levels.	4	3	2	1	0	4	3	2	1
98. A coordinated effort is made by counselors, teachers, and administrators to show relatedness between course content and careers.	4	3	2	1	0	4	3	2	1
100. Opportunities exist for students to develop a self-awareness of their interests, aptitudes, and values.	4	3	2	1	0	4	3	2	1
102. Prior to purchase, materials are reviewed for possible sex bias.	4	3	2	1	0	4	3	2	1

CHARACTERISTICS	QUALITY					IMPORTANCE			
	EXCELLENT			IN-ADEQUATE	NON-EXISTENT	HIGHLY IMPORTANT			NOT IMPORTANT AT ALL
104. Group processes are used by the counseling staff to disseminate information.	4	3	2	1	0	4	3	2	1
106. Group processes are used to counsel students when applicable.	4	3	2	1	0	4	3	2	1
108. Factors that lead to successful experiences are considered when the groups are being structured.	4	3	2	1	0	4	3	2	1
110. Group guidance programs operate without restraint from lack of time or facilities.	4	3	2	1	0	4	3	2	1
112. Group process techniques are regularly shared with the classroom teacher and the rest of the professional staff.	4	3	2	1	0	4	3	2	1
114. The confidentiality of all information obtained for guidance purposes is scrupulously maintained.	4	3	2	1	0	4	3	2	1
116. A cumulative educational record is maintained for each student.	4	3	2	1	0	4	3	2	1

CHARACTERISTICS	QUALITY					IMPORTANCE			
	EXCELLENT			IN-ADEQUATE	NON-EXISTENT	HIGHLY IMPORTANT			NOT IMPORTANT AT ALL
118. Records systems and practices are periodically evaluated and improved.	4	3	2	1	0	4	3	2	1
120. A policy for the collection, maintenance and use of pupil data exists.	4	3	2	1	0	4	3	2	1
122. Student records are periodically reviewed and obsolete or unverified information is discarded.	4	3	2	1	0	4	3	2	1
124. Parents are given the opportunity to review the content of their children's records upon request.	4	3	2	1	0	4	3	2	1
126. Information on pupils is not released to any person or organization outside the school without prior consent.	4	3	2	1	0	4	3	2	1
128. A file of local job opportunities is made available to interested students.	4	3	2	1	0	4	3	2	1
130. A record of students seeking full or part-time employment is maintained.	4	3	2	1	0	4	3	2	1

CHARACTERISTICS	QUALITY					IMPORTANCE			
	EXCELLENT			IN-ADEQUATE	NON-EXISTENT	HIGHLY IMPORTANT			NOT IMPORTANT AT ALL
132. The guidance department identifies potential employment opportunities and distributes this information to school personnel, parents, and students.	4	3	2	1	0	4	3	2	1
134. Appropriate techniques are used to prepare students in the methods of applying for and adjusting to a job.	4	3	2	1	0	4	3	2	1
136. The guidance department assists all school leavers, graduates, and drop-outs to obtain suitable additional education and training.	4	3	2	1	0	4	3	2	1
138. The guidance department plays an integral role in the placement of students in curriculum groupings within the school. (Exp. - placement in accelerated program)	4	3	2	1	0	4	3	2	1
140.	4	3	2	1	0	4	3	2	1
142.	4	3	2	1	0	4	3	2	1

CHARACTERISTICS	QUALITY					IMPORTANCE			
	EXCELLENT			IN-ADEQUATE	NON-EXISTENT	HIGHLY IMPORTANT			NOT AT ALL IMPORTANT
144.	4	3	2	1	0	4	3	2	1
146.	4	3	2	1	0	4	3	2	1
148.	4	3	2	1	0	4	3	2	1
150.	4	3	2	1	0	4	3	2	1

Thank you very much for your time and effort.

Please return your questionnaire by February 14, 1975 to:

James E. Paxton
West Shore School District
1000 Hummel Avenue
Lemoyne, Pennsylvania 17043

West Shore School District

33 NORTH EIGHTH STREET LEMOYNE, PENNSYLVANIA 17043

Department of Special Services

GUIDANCE IN PENNSYLVANIA: STATUS AND NEEDS

March 4, 1975

Dear

This letter is in regard to our recent telephone conversation concerning your school's participation in Phase III of the "Guidance in Pennsylvania: Status and Needs" project. Your district is one of twenty-five districts across the state that is being asked to cooperate in this final stage of the project.

As I stated on the phone, Phase III is an attempt to get the reactions and opinions of several of the publics that school guidance programs are intended to serve.

We hope to survey the following populations:

Students:	A 10% random sampling of Grades 6, 9, 12.
Parents:	Parents of the students selected above. (Forms to be sent home with students and completed questionnaires will be mailed directly back to the project office.)
Teachers:	A 10% random selection of the districts' faculty.
Administrators:	As many of the principals and administrators that are willing to give us feed-back.

The above publics will be asked to react to characteristics of guidance programs that are common to most schools. No names are necessary on any of the questionnaires and your school will not be identified when the collected data is presented in the final report. Through special coding, however, the computer will be able to provide a summary of all responses that were given by representatives of your school district. These summaries will not be made public and will be available exclusively for your local school district's use.

I am planning to meet with you on _____. We can discuss selection of the populations and distribution of the questionnaires at that time. I will bring with me all the necessary materials and attempt to answer all your questions. It is hoped that all cooperating districts will be able to schedule distribution of the questionnaires to the various publics within two or three weeks of my visit.

Should you or any one in your district have a question concerning the project prior to my visit, please give me a call . . . . . 717-234-4041, Ext. 40. Thanks again for all your interest and cooperation.

Educationally yours,

James E. Paxton

JEP:rb

West Shore School District

33 NORTH EIGHTH STREET LEMOYNE, PENNSYLVANIA 17043

Department of Special Services

GUIDANCE IN PENNSYLVANIA: STATUS AND NEEDS

April 2, 1975

Dear Parent:

Your child's school has agreed to participate in a statewide project to determine the types and quality of guidance services being offered by schools in Pennsylvania. We feel that the project "Guidance in Pennsylvania: Status and Needs" would be incomplete without the feelings and opinions of parents. Your answers to these questions about your school will help us determine what should be done to improve services for your children. Please be frank, because your answers are a very good indication of the need for improvement.

The first part of the questionnaire lists several elements of school guidance programs to which we would like you to react. You will rate each item in two ways: quality and importance.

In the first column, "Quality", we would like to know how well you think your school is doing each of the program elements listed. Circle the number that most clearly describes your opinion. Excellent-4 is the highest possible rating. 1-Inadequate is the lowest rating. If your school does not do one of the items listed, it would not be possible for you to rate that item, in that case circle the 0-Non-existent. If you have no knowledge on a particular item, leave it blank.

In the second column we would like to know how important you feel each of the items are, as necessary for an effective school guidance program. 4-Highly Important is the highest rating. 1-Not Important At All is the lowest rating. If you have no opinion on the importance of a particular item, then leave that column blank.

All answers will be kept confidential. Your answers will be identified only as that of a parent of your particular school. When you have completed the questionnaire, place it in the self-addressed stamped envelope and drop it in the mail as soon as possible. We are very anxious to hear from you. Thank you for your time and cooperation.

Sincerely yours,

James E. Paxton
Research Coordinator

JEP:rb

West Shore School District

33 NORTH EIGHTH STREET LEMOYNE, PENNSYLVANIA 17043

Department of Special Services

GUIDANCE IN PENNSYLVANIA: STATUS AND NEEDS

April 2, 1975

Dear Students:

Your school has agreed to participate in a statewide project to determine the type and quality of guidance services being offered by schools in Pennsylvania. We feel that the project, "Guidance in Pennsylvania: Status and Needs" would be incomplete without the feelings and opinions of the students that the programs are intended to serve. Your answers to these questions about your school's guidance services will help us determine what should be done to improve services and also to find out what guidance services you feel are important. Your frank answers to these questions will better enable future guidance programs to meet the needs of the students they serve.

The first part of the attached questionnaire lists several elements of school guidance programs to which we would like you to react. You will rate each item in two ways: quality and importance.

In the first column, "Quality", we would like to know how well you think your school is doing each of the program elements listed. Circle the number that most clearly describes your opinion. 4-Excellent is the highest possible rating. 1-Inadequate is the lowest rating. If you have no knowledge on a particular item, leave it blank.

In the second column we would like to know how important you feel each of the items are, as necessary for an affective school guidance program. 4-Highly Important is the highest rating. 1-Not Important At All is the lowest rating. If you have no opinion on the importance of a particular item, then leave that column blank.

All answers will be kept confidentaial. Your answers will be identified only as that of a student of your particular school. When you have completed the questionnaire return it to the teacher or counselor in charge and they will return all questionnaire to me. We are very anxious to hear from you. Thank you for your time and cooperation.

Sincerely,

James E. Paxton
Research Coordinator

JEP:rb

West Shore School District

33 NORTH EIGHTH STREET LEMOYNE, PENNSYLVANIA 17043

Department of Special Services

GUIDANCE IN PENNSYLVANIA: STATUS AND NEEDS

April 2, 1975

Dear Administrator:

Your school district has agreed to participate in a statewide project to determine the type and quality of guidance services being offered by schools in Pennsylvania. We feel that the project, "Guidance in Pennsylvania: Status and Needs" would be incomplete without the feelings and opinions of school staff at the administrative level. Your answers to these questions about your school's guidance services will help us determine what should be done to improve services and also to find out what guidance services you feel are important. Your frank answers to these questions will better enable future guidance programs to meet the needs of the students they serve.

The first part of the attached questionnaire lists several elements of school guidance programs to which we would like you to react. You will rate each item in two ways: quality and importance.

In the first column, "Quality", we would like to know how well you think your school district is doing each of the program elements listed. Circle the number that most clearly describes your opinion. 4-Excellent is the highest possible rating. 1-Inadequate is the lowest rating. If you have no knowledge on a particular item, leave the column blank.

In the second column we would like to know how important you feel each of the items are, as necessary for an effective school guidance program. 4-Highly Important is the highest rating. 1-Not Important At All is the lowest rating. If you have no opinion on the importance of a particular item, then leave that column blank.

All answers will be kept confidential. Your school district will not be identified in the published data. When you have completed the questionnaire, place it in the self-addressed stamped envelope and drop it in the mail as soon as possible. We are very anxious to hear from you. Thank you for your time and cooperation.

Sincerely yours,

James E. Paxton
Research Coordinator

JEP:rb

West Shore School District

33 NORTH EIGHTH STREET LEMOYNE, PENNSYLVANIA 17043

Department of Special Services

GUIDANCE IN PENNSYLVANIA: STATUS AND NEEDS

April 2, 1975

Dear Teacher:

Your school district has agreed to participate in a statewide project to determine the types and quality of guidance services being offered by schools in Pennsylvania. We feel that the project "Guidance in Pennsylvania: Status and Needs" would be incomplete without the feelings and opinions of teachers. Your answers to these questions about your school's guidance program will help us determine what should be done to improve services for your students. Please be frank, because your answers are a very good indication of the need for improvement.

The first part of the questionnaire lists several elements of school guidance programs to which we would like you to react. You will rate each item in two ways: quality and importance.

In the first column, "Quality", we would like to know how well you think your school is doing each of the program elements listed. Circle the number that most clearly describes your opinion. Excellent-4 is the highest possible rating. 1-Inadequate is the lowest rating. If your school does not do one of the items listed, it would not be possible for you to rate that item, in that case circle the 0-Non-existent. If you have no knowledge on a particular item, leave the column blank.

In the second column we would like to know how important you feel each of the items are, as necessary for an effective school guidance program. 4-Highly Important is the highest rating. 1-Not Important At All is the lowest rating. If you have no opinion on the importance of a particular item, then leave that column blank.

All answers will be kept confidential. Your answers will be identified only as that of a teacher of your particular school. When you have completed the questionnaire, place it in the self-addressed stamped envelope and drop it in the mail as soon as possible. We are very anxious to hear from you. Thank you for your time and cooperation.

Sincerely yours,

James E. Paxton
Research Coordinator

JEP:rb

GUIDANCE IN PENNSYLVANIA: STATUS AND NEEDS

PROGRAM CHARACTERISTICS QUESTIONNAIRE
PHASE III

Please circle the number in each of the columns which most nearly reflects your opinion. The first column establishes the quality of the characteristic as it exists in your own school's guidance program.

The second column establishes the amount of importance you place on that characteristic as necessary for an effective counseling program, even though the characteristic may not exist in your district's program.

The questionnaire is open-ended so that you may include program characteristics common to your program or just those that you feel are of high importance.

Please complete all items. Names are not required on this form. Please answer the following questions.

Indicate appropriate one:

_____ Teacher

_____ Administrator

Indicate level:

_____ Elementary

_____ Middle or Junior High

_____ Senior High

Your Intermediate Unit Number is: _____.

REMEMBER: WE ARE PRIMARILY CONCERNED WITH HOW YOU FEEL ABOUT THE CHARACTERISTICS.

CHARACTERISTICS	QUALITY					IMPORTANCE			
	EXCELLENT			IN-ADEQUATE	NON-EXISTENT	HIGHLY IMPORTANT			NOT IMPORTANT AT ALL
EXAMPLE									
Schedule and keep appointments.	4	3	2	1	0	4	3	2	1
1. Attempt is made to identify and utilize the skills and abilities of the total educational staff to insure consideration of all aspects of the pupil's development.	4	3	2	1	0	4	3	2	1
3. An organized on-going program of inservice training is conducted for staff members to familiarize them with the structure and activities of the school's pupil personnel service.	4	3	2	1	0	4	3	2	1
5. A system of written communications, e.g., guidance newsletters, monthly reports or bulletins are organized to provide the total staff with essential information relevant to guidance program activities.	4	3	2	1	0	4	3	2	1
7. The teaching staff contributes to the planning of the guidance program.	4	3	2	1	0	4	3	2	1

CHARACTERISTICS	QUALITY					IMPORTANCE			
	EXCELLENT			IN-ADEQUATE	NON-EXISTENT	HIGHLY IMPORTANT			NOT IMPORTANT AT ALL
9. Teachers and counseling staff work together as a team to meet the needs of the students.	4	3	2	1	0	4	3	2	1
11. Parents are provided with an opportunity to consult with the counselor at a time convenient to the parent's employment schedule.	4	3	2	1	0	4	3	2	1
13. A systematic method of communicating information to parents concerning their children, either oral or written, has been established.	4	3	2	1	0	4	3	2	1
15. A planned approach to provide parents with practical, understandable information concerning child development and potential problems faced by the students has been developed.	4	3	2	1	0	4	3	2	1
17. A planned approach for involving parents in group procedures (processes) is provided.	4	3	2	1	0	4	3	2	1
19. Orientation activities are planned by both the sending and receiving school to best meet the student's concern relative to the transition.	4	3	2	1	0	4	3	2	1

CHARACTERISTICS	QUALITY					IMPORTANCE			
	EXCELLENT			IN-ADEQUATE	NON-EXISTENT	HIGHLY IMPORTANT			NOT IMPORTANT AT ALL
21. Counselors provide individual orientation interviews for new entrants.	4	3	2	1	0	4	3	2	1
23. Counselors provide terminal interviews for all students contemplating school withdrawal or transfer.	4	3	2	1	0	4	3	2	1
25. Guidance orientation programs are provided for students, parents, and professional staff by the guidance department.	4	3	2	1	0	4	3	2	1
27. A continuous orientation process concerning guidance service is carried on throughout the school year.	4	3	2	1	0	4	3	2	1
29. The orientation program is planned in terms of the problems pupils consider important rather than in terms of only what teachers and administrators feel are important.	4	3	2	1	0	4	3	2	1
31. An up-to-date directory of community agencies and referral sources is available for use by members of the pupil services staff.	4	3	2	1	0	4	3	2	1

CHARACTERISTICS	QUALITY					IMPORTANCE			
	EXCELLENT			IN-ADEQUATE	NON-EXISTENT	HIGHLY IMPORTANT			NOT IMPORTANT AT ALL
33. The scope of the services offered by the community agencies are clearly defined so as to prevent misinterpretation of function and overlapping of responsibilities.	4	3	2	1	0	4	3	2	1
35. An individual is responsible for liaison between the agency and the school and a proper and consistent method of referral has been developed.	4	3	2	1	0	4	3	2	1
37. Information derived from referral sources in support of pupil needs is collected, reviewed and properly disseminated to appropriate school personnel.	4	3	2	1	0	4	3	2	1
39. Appropriate community services are utilized to supplement guidance activities of the school.	4	3	2	1	0	4	3	2	1
41. The frequency and length of counseling sessions is largely determined by the desires and the needs of the individual students.	4	3	2	1	0	4	3	2	1
43. Counselor load and counselor duties are organized to allow the counselor adequate time to provide individual counseling.	4	3	2	1	0	4	3	2	1

CHARACTERISTICS	QUALITY					IMPORTANCE			
	EXCELLENT			IN-ADEQUATE	NON-EXISTENT	HIGHLY IMPORTANT			NOT IMPORTANT AT ALL
45. Opportunities are provided for all students to exercise decision-making skills at various levels of difficulty.	4	3	2	1	0	4	3	2	1
47. School policy concerning confidentiality is clearly established and made known to all interested persons.	4	3	2	1	0	4	3	2	1
49. Counseling services are available to parents.	4	3	2	1	0	4	3	2	1
51. Counseling services are available to out-of-school youth.	4	3	2	1	0	4	3	2	1
53. Planned opportunities are provided for interpreting test results to those persons receiving them.	4	3	2	1	0	4	3	2	1
55. Test results are reported to the student and parents in an understandable form.	4	3	2	1	0	4	3	2	1
57. Provision is made to assist students with individual assessments of their abilities and interests, personal adjustments, individual perceptions, and values in order for them to make more effective personal decisions.	4	3	2	1	0	4	3	2	1

CHARACTERISTICS	QUALITY					IMPORTANCE			
	EXCELLENT			IN-ADEQUATE	NON-EXISTENT	HIGHLY IMPORTANT			NOT IMPORTANT AT ALL
59. Staff and students are made aware of the objectives of the testing program prior to its implementation.	4	3	2	1	0	4	3	2	1
61. Only tests given for a specific reason or purpose are included in the standardized testing program.	4	3	2	1	0	4	3	2	1
63. Guidance department advises the administration regarding assessment programs in the best interest of the district.	4	3	2	1	0	4	3	2	1
65. Philosophy of your guidance program is in written form.	4	3	2	1	0	4	3	2	1
67. The objectives of the guidance program are in written form.	4	3	2	1	0	4	3	2	1
69. The objectives of the guidance program are understood by the school's professional staff.	4	3	2	1	0	4	3	2	1
71. Evaluations of the degree to which the guidance program approaches its objectives are regularly undertaken by guidance personnel.	4	3	2	1	0	4	3	2	1

CHARACTERISTICS	QUALITY					IMPORTANCE			
	EXCELLENT			IN-ADEQUATE	NON-EXISTENT	HIGHLY IMPORTANT			NOT IMPORTANT AT ALL
73. The administration provides the guidance department with adequate personnel and funding.	4	3	2	1	0	4	3	2	1
75. The guidance department actively pursues a program of public relations both within the school and within the community.	4	3	2	1	0	4	3	2	1
77. Studies are made to determine student success on the job and determinants of such success or lack of success.	4	3	2	1	0	4	3	2	1
79. The guidance department shares the responsibility, under administrative direction, for the evaluation of those aspects of the educational program which have an effect upon student development.	4	3	2	1	0	4	3	2	1
81. Results of school research are interpreted and presented to staff members with explanations geared to their needs.	4	3	2	1	0	4	3	2	1
83. A continuing appraisal of student success in college, vocational school, armed services, schools and business programs is provided to evaluate and improve the school program.	4	3	2	1	0	4	3	2	1

CHARACTERISTICS	QUALITY					IMPORTANCE			
	EXCELLENT			IN-ADEQUATE	NON-EXISTENT	HIGHLY IMPORTANT			NOT IMPORTANT AT ALL
85. Provisions are made for continuously evaluating and improving the effectiveness of the guidance services.	4	3	2	1	0	4	3	2	1
87. An accessible resource center containing current information relevant to career development and planning is maintained.	4	3	2	1	0	4	3	2	1
89. All guidance materials available for use by students are continually assessed for their appropriateness and current applicability.	4	3	2	1	0	4	3	2	1
91. Information is provided for the student on local educational and vocational opportunities.	4	3	2	1	0	4	3	2	1
93. Career exploration and development is an integral part of the curriculum at all grade levels.	4	3	2	1	0	4	3	2	1
95. A coordinated effort is made by counselors, teachers, and administrators to show relatedness between course content and careers.	4	3	2	1	0	4	3	2	1

CHARACTERISTICS	QUALITY					IMPORTANCE			
	EXCELLENT			IN-ADEQUATE	NON-EXISTENT	HIGHLY IMPORTANT			NOT IMPORTANT AT ALL
97. Opportunities exist for students to develop a self-awareness of their interests, aptitudes, and values.	4	3	2	1	0	4	3	2	1
99. Prior to purchase, materials are reviewed for possible sex bias.	4	3	2	1	0	4	3	2	1
101. Group processes are used by the counseling staff to disseminate information.	4	3	2	1	0	4	3	2	1
103. Group processes are used to counsel students when applicable.	4	3	2	1	0	4	3	2	1
105. Factors that lead to successful experiences are considered when the groups are being structured.	4	3	2	1	0	4	3	2	1
107. Group guidance programs operate without restraint from lack of time or facilities.	4	3	2	1	0	4	3	2	1
109. Group process techniques are regularly shared with the classroom teacher and the rest of the professional staff.	4	3	2	1	0	4	3	2	1

CHARACTERISTICS	QUALITY					IMPORTANCE			
	EXCELLENT			IN-ADEQUATE	NON-EXISTENT	HIGHLY IMPORTANT			NOT IMPORTANT AT ALL
111. The confidentiality of all information obtained for guidance purposes is scrupulously maintained.	4	3	2	1	0	4	3	2	1
113. A file of local job opportunities is made available to interested students.	4	3	2	1	0	4	3	2	1
115. A record of students seeking full or part-time employment is maintained.	4	3	2	1	0	4	3	2	1
117. The guidance department identifies potential employment opportunities and distributes this information to school personnel, parents, and students.	4	3	2	1	0	4	3	2	1
119. Appropriate techniques are used to prepare students in the methods of applying for and adjusting to a job.	4	3	2	1	0	4	3	2	1
121. The guidance department assists all school leavers, graduates, and drop-outs to obtain suitable additional education and training.	4	3	2	1	0	4	3	2	1

CHARACTERISTICS	QUALITY					IMPORTANCE			
	EXCELLENT			IN-ADEQUATE	NON-EXISTENT	HIGHLY IMPORTANT			NOT IMPORTANT AT ALL
123. The guidance department plays an integral role in the placement of students in curriculum groupings within the school. (Exp. - placement in accelerated program.)	4	3	2	1	0	4	3	2	1
125.	4	3	2	1	0	4	3	2	1
127.	4	3	2	1	0	4	3	2	1

Thank you very much for your time and effort.

Please return your questionnaire as soon as possible to:

James E. Paxton
West Shore School District
1000 Hummel Avenue
Lemoyne, PA 17043

STUDENT SURVEY - 6th Grade

Do not put your name on the questionnaire. There are no right or wrong answers. The answer depends on how you feel about certain things.

HOW OFTEN DO THE FOLLOWING THINGS HAPPEN IN YOUR SCHOOL?

Circle one choice in each item. The three words listed below are used to describe how often it happens:

SELDOM - means it has happened only once or twice, happens rarely.

SOMETIMES - means it happens now and then.

USUALLY - means it happens most of the time.

Circle only one of the three choices after each sentence.

EXAMPLE - The school principal is friendly and understanding.

(USUALLY) SOMETIMES SELDOM

1. Students and teachers trust and respect each other.

USUALLY SOMETIMES SELDOM

2. Students have a chance to express their feelings and desires.

USUALLY SOMETIMES SELDOM

3. Someone tries to help the students meet their needs.

USUALLY SOMETIMES SELDOM

4. Teachers show an understanding of the reasons why students may not be doing well in class.

USUALLY SOMETIMES SELDOM

5. Students enjoy attending school.

USUALLY SOMETIMES SELDOM

6. Students pick on another kid who is different.

USUALLY SOMETIMES SELDOM

7. Students are given a chance to make decisions for themselves.

USUALLY SOMETIMES SELDOM

8. Students have a chance to get together and discuss problems that are bothering them.

USUALLY SOMETIMES SELDOM

Please answer the following questions:

IF YOU COULD CHANGE ONE THING ABOUT SCHOOL, WHAT WOULD IT BE?

_____

_____

_____

_____

_____

HOW COULD THE SCHOOL BE MORE HELPFUL TO YOU?

_____

_____

_____

_____

_____

THANKS FOR YOUR HELP

* * * * * *

STUDENT SURVEY FORM - 9th Grade

CHARACTERISTICS	QUALITY					IMPORTANCE			
	EXCELLENT			IN-ADEQUATE	NON-ESISTENT	HIGHLY IMPORTANT			NOT IMPORTANT AT ALL
EXAMPLE									
Schedule and keep appointments.	4	3	2	1	0	4	3	2	1
1. The guidance department has an orientation program where they inform you of the different guidance services that are available from the school.	4	3	2	1	0	4	3	2	1
3. In planning the guidance program, your school gives consideration to what you consider important, rather than only what teachers and principals feel is important.	4	3	2	1	0	4	3	2	1
5. Your school maintains a resource center containing information about careers and career planning.	4	3	2	1	0	4	3	2	1
7. Guidance materials available for your use are up-to-date and appropriate to your needs.	4	3	2	1	0	4	3	2	1
9. Opportunities exist for you to learn more about your self, your interests, your strengths and weaknesses, your values, etc.	4	3	2	1	0	4	3	2	1
11. After you take a standardized test (example: ability, achievement, etc.) the results of such tests are reported to you in an understandable form.	4	3	2	1	0	4	3	2	1

CHARACTERISTICS	QUALITY					IMPORTANCE			
	EXCELLENT			IN-ADEQUATE	NON-EXISTENT	HIGHLY IMPORTANT			NOT IMPORTANT AT ALL
13. You have the opportunity for individual counseling with the school counselor when needed.	4	3	2	1	0	4	3	2	1
15. The services of the guidance department are made available to all students in the school.	4	3	2	1	0	4	3	2	1
17. Your guidance department works with students in small groups when applicable.	4	3	2	1	0	4	3	2	1
19. Your guidance program helps students to better cope with school problems and concerns.	4	3	2	1	0	4	3	2	1
21. Your guidance department provides for your use materials on career planning.	4	3	2	1	0	4	3	2	1
23. Your guidance department provides assistance when needed to help students select the correct high school courses to best meet their needs.	4	3	2	1	0	4	3	2	1
25. Students have a chance to get together and discuss problems that are bothering them.	4	3	2	1	0	4	3	2	1

STUDENT SURVEY FORM - 9th Grade

CHARACTERISTICS	QUALITY					IMPORTANCE			
	EXCELLENT			IN-ADEQUATE	NON-EXISTENT	HIGHLY IMPORTANT			NOT IMPORTANT AT ALL
27. 1st COLUMN Give an overall quality rating for your school's guidance program.	4	3	2	1	0				
2nd COLUMN Rate the importance of a guidance program as necessary for your total education.						4	3	2	1

Please answer the following answers:

Have you ever used any of the guidance services that are provided by your school?

_____ Yes _____ No

What are the strengths of your school's guidance program?

_____

_____

_____

What constructive recommendations do you have for your school's guidance program?

_____

_____

_____

STUDENT SURVEY FORM - 12th Grade

CHARACTERISTICS	QUALITY					IMPORTANCE			
	EXCELLENT			IN-ADEQUATE	NON-EXISTENT	HIGHLY IMPORTANT			NOT IMPORTANT AT ALL
1. The guidance department has an orientation program where they inform you of the different guidance services that are available from the school.	4	3	2	1	0	4	3	2	1
3. In planning the guidance program, your school gives consideration to what you consider important, rather than only what teachers and principals feel is important.	4	3	2	1	0	4	3	2	1
5. Your school maintains a resource center containing information about careers and career planning.	4	3	2	1	0	4	3	2	1
7. Guidance materials available for use are up to date and appropriate to your needs.	4	3	2	1	0	4	3	2	1
9. Your teachers do all they can to make their classes meaningful to you in relation to your future plans.	4	3	2	1	0	4	3	2	1
11. Opportunities exist for you to learn more about your self, your interests, your strengths and weaknesses, your values, etc.	4	3	2	1	0	4	3	2	1

CHARACTERISTICS	QUALITY					IMPORTANCE			
	EXCELLENT			IN-ADEQUATE	NON-EXISTENT	HIGHLY IMPORTANT			NOT IMPORTANT AT ALL
13. Your guidance department identifies potential employment opportunities and distributes this information to you.	4	3	2	1	0	4	3	2	1
15. Appropriate techniques are used to prepare you in the methods of applying for and or adjusting to a job.	4	3	2	1	0	4	3	2	1
17. The guidance department assists school leavers, graduates, and drop-outs to obtain suitable additional education and training.	4	3	2	1	0	4	3	2	1
19. After you take a standardized test (example: ability, achievement, etc.) the results of such tests are reported to you in an understandable form.	4	3	2	1	0	4	3	2	1
21. The school guidance program assists students in making decisions regarding future goals.	4	3	2	1	0	4	3	2	1
23. You have the opportunity for individual counseling with the school counselor when needed.	4	3	2	1	0	4	3	2	1
25. The services of the guidance department are made available to all students in the school.	4	3	2	1	0	4	3	2	1

STUDENT SURVEY FORM - 12th Grade

CHARACTERISTICS	QUALITY					IMPORTANCE			
	EXCELLENT			IN-ADEQUATE	NON-EXISTENT	HIGHLY IMPORTANT			NOT IMPORTANT AT ALL
27. Your guidance department works with students in small groups when applicable.	4	3	2	1	0	4	3	2	1
29. Your guidance program helps students to better cope with school problems and concerns.	4	3	2	1	0	4	3	2	1
31. You have access to the information you want and need to know concerning the various occupations you have considered.	4	3	2	1	0	4	3	2	1
33. Necessary information regarding trade, vocational, or college training is available.	4	3	2	1	0	4	3	2	1
35. Necessary assistance is available related to future educational and vocational planning.	4	3	2	1	0	4	3	2	1
37. Your guidance program provided assistance to you when needed in selecting the high school courses that would best meet your needs.	4	3	2	1	0	4	3	2	1
39. The school guidance department has provided you with sufficient information to plan your post high school training or job entry.	4	3	2	1	0	4	3	2	1

CHARACTERISTICS	QUALITY					IMPORTANCE			
	EXCELLENT			IN-ADEQUATE	NON-EXISTENT	HIGHLY IMPORTANT			NOT IMPORTANT AT ALL
41. 1st COLUMN Give an overall quality rating for your school's guidance program. 2nd. COLUMN Rate the importance of a guidance program as necessary for your total education.	4	3	2	1	0	4	3	2	1

Please answer the following questions:

Have you ever used any of the guidance services that are provided by your school?

_____ Yes _____ No

What do you feel are the strengths of your school's guidance program?

What constructive recommendations do you have for your school's guidance program?

PARENT SURVEY

Indicate grade or grades of school age children: _____

Form completed by: _____ Father _____ Mother _____ Both

CHARACTERISTICS	QUALITY					IMPORTANCE			
	EXCELLENT			IN-ADEQUATE	NON-EXISTENT	HIGHLY IMPORTANT			NOT IMPORTANT AT ALL
EXAMPLE									
Schedule and keep appointments.	4	(3)	2	1	0	4	(3)	2	1
1. You are able to schedule conferences with counselors and other school personnel at a time convenient to your schedule.	4	3	2	1	0	4	3	2	1
3. The guidance staff keeps in contact with you when necessary by either phone or note.	4	3	2	1	0	4	3	2	1
5. Your school has a program where they inform both you and your child of all available guidance services.	4	3	2	1	0	4	3	2	1
7. The school uses appropriate community services to supplement guidance services offered by the school.	4	3	2	1	0	4	3	2	1
9. Guidance services are available to you as a parent.	4	3	2	1	0	4	3	2	1

CHARACTERISTICS	QUALITY					IMPORTANCE			
	EXCELLENT			IN-ADEQUATE	NON-EXISTENT	HIGHLY IMPORTANT			NOT IMPORTANT AT ALL
11. After your child takes a standardized test (example-ability test, achievement, etc.), the results of such tests are reported to you in an understandable form.	4	3	2	1	0	4	3	2	1
13. Your school's guidance department has a program of effective public relations within the community.	4	3	2	1	0	4	3	2	1
15. Group processes are used to counsel students when applicable.	4	3	2	1	0	4	3	2	1
17. The school's curriculum tries to make its courses relate as much as possible to the world of work.	4	3	2	1	0	4	3	2	1
19. Students are provided with information about local educational and job opportunities.	4	3	2	1	0	4	3	2	1
21. The guidance department of your school helps parents to better understand the school and the total educational program.	4	3	2	1	0	4	3	2	1

CHARACTERISTICS	QUALITY					IMPORTANCE			
	EXCELLENT			IN-ADEQUATE	NON-EXISTENT	HIGHLY IMPORTANT			NOT IMPORTANT AT ALL
23. The guidance department helps parents to better understand their child's interests and abilities.	4	3	2	1	0	4	3	2	1
25. The guidance program assists parents concerning realistic planning for their child's future.	4	3	2	1	0	4	3	2	1
27. The guidance program assists students in making decisions concerning career planning, course selection, post high school training, etc.	4	3	2	1	0	4	3	2	1
29. The guidance staff provides information on sources of help for children that are available in the community.	4	3	2	1	0	4	3	2	1
31. The guidance program offers ideas which help parents to better understand and cope with student behavior.	4	3	2	1	0	4	3	2	1
33. Guidance personnel help parents to better understand their child's academic progress in school.	4	3	2	1	0	4	3	2	1

CHARACTERISTICS	QUALITY					IMPORTANCE			
	EXCELLENT			IN-ADEQUATE	NON-EXISTENT	HIGHLY IMPORTANT			NOT IMPORTANT AT ALL
35. The school counselor provides individual counseling upon reasonable request by students.	4	3	2	1	0	4	3	2	1
37. The guidance program assists students through the provision of materials, special programs, etc., relative to career planning, educational planning, and personal needs.	4	3	2	1	0	4	3	2	1
39. The guidance program helps students to better cope with school and developmental problems and concerns.	4	3	2	1	0	4	3	2	1
41. The school has provided you with an opportunity to discuss the post-school educational and or vocational plans of your child.	4	3	2	1	0	4	3	2	1
43. Counseling services are available to you as a parent.	4	3	2	1	0	4	3	2	1
45. 1st COLUMN Give an overall quality rating for your school's guidance program. 2nd COLUMN Rate the importance of a guidance program as necessary for your child's total education.	4	3	2	1	0	4	3	2	1

Please answer the following two questions as fully as possible:

What are the major strengths of your school's guidance program?

What constructive recommendations do you have for your school's guidance program?